DOCUMENT RESUME

ED 248 093 RC 014 941

TITLE	Health/Personal Services. B2. CHOICE: Challenging Options in Career Education.
INSTITUTION	Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
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NOTE	334p.; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.
AVAILABLE FROM	CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, $5.00 plus shipping; Student Log, $2.50 plus shipping; Student Activities--laminated folders--$30.00 plus shipping).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
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IDENTIFIERS	*CHOICE (Career Education Curriculum); *Personal Service Occupations

ABSTRACT

Focusing on health and personal service occupations, the documents aggregated here contain the combined teacher and student log sheets for the grade 1 unit of a career education curriculum originally designed for migrant children; student worksheets on job and role information; and learning activities related to 12 jobs: blacksmith, television repairer, hairdresser/barber, day care worker, waitress, gas station attendant, family doctor, ambulance driver/attendant, dietician, dentist, school nurse, and optometrist. The activities are intended to help students develop skills in classification, writing, reading, arithmetic, determining relationships of quantity, and sequencing; and in distinguishing between cause and effect, fact and fantasy, and main and supplementary ideas. The teacher log contains information about each job, instructions for each activity, space for comments, the stories and information to be read to the students, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and work performed in the 12 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (NQA)

CHOICE: Challenging Options in Career Education

ED248093

B2

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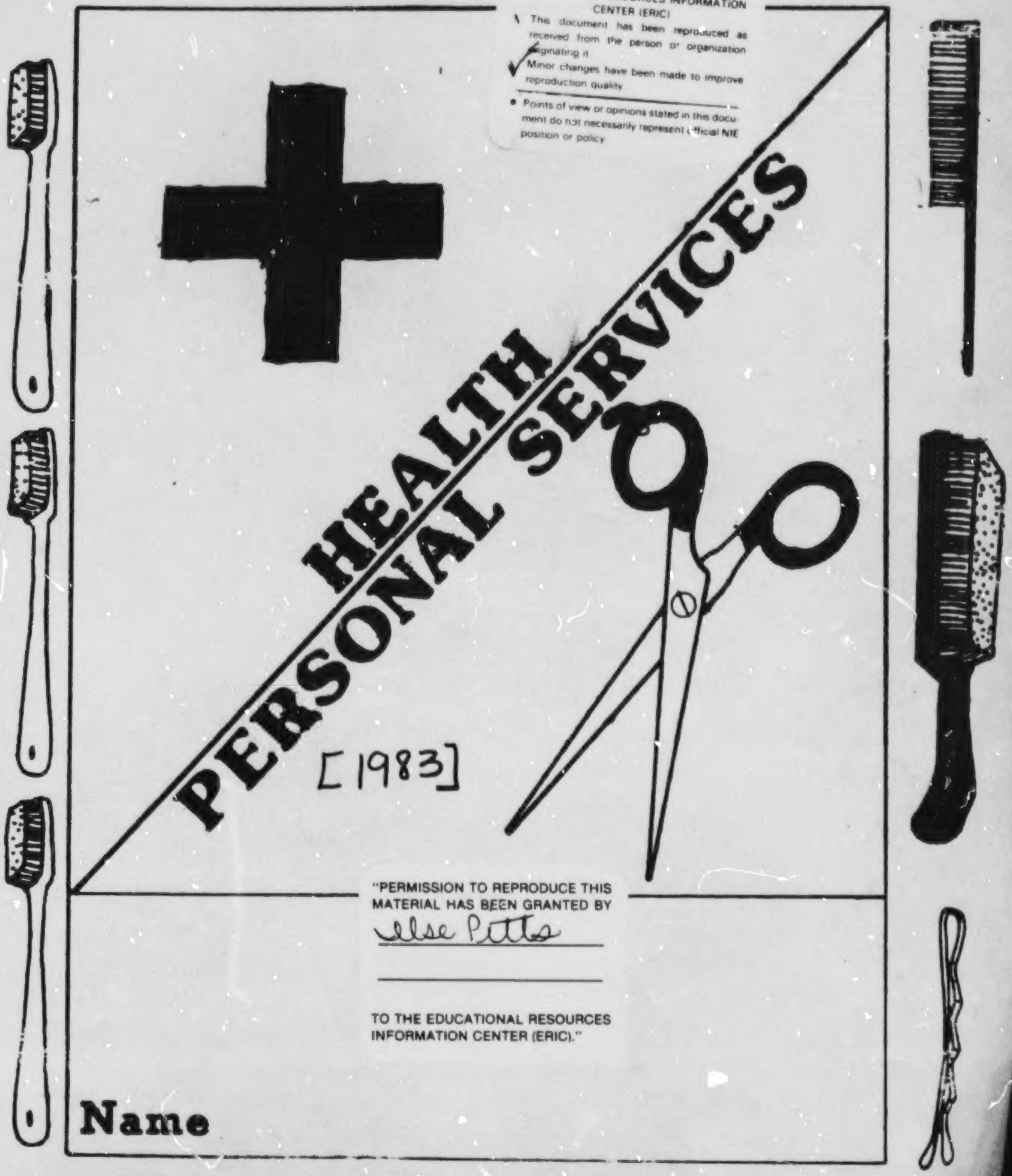

HEALTH
PERSONAL SERVICES

[1983]

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CHOICE curriculum materials were developed at Mid-Hudson Migrant Education Center and jointly funded through Career Education Incentive Act, CETA, and Chapter I, Section 143 in cooperation with Ulster County BOCES, Putnam/Northern Westchester BOCES, and Mid-Hudson Migrant Education Center, New Paltz, New York.

CHOICE materials are available at cost through Auxiliary Campus Enterprises, care of CHOICE, P.O. Box 250, New Paltz, New York 12561.

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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters, written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

Health/Personal Services*

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*Combined Teacher and Student Logs

Pre- Post Treatment Control

Student Activities

B-2 Blacksmith

Blacksmiths are workers who take care of horses' feet. In the days when everyone used horses for traveling, there was a blacksmith's shop in each town or village. People brought their horses to the blacksmith to have them shod. The blacksmith also fixed wagons, tools and other items that required working with metal. Now, you will find blacksmith shops at tracks where horses are raced or at ranches where horses are raised. Many blacksmiths keep their tools in a van or pickup truck and travel to the horse owners who need their services.

Horses' hooves are made of material similar to fingernails. If the hooves are not taken care of, they can crack and split as fingernails do. Blacksmiths help care for horses' hooves by trimming the hoof. This does not hurt the horse. It's like cutting your fingernails. Blacksmiths use a metal pick to clean small stones from the bottom of the horses' feet.

Blacksmiths make metal shoes for horses. The horseshoes protect the horses' feet, just as your shoes protect your feet. Blacksmiths carry different sizes of horseshoes. Each shoe is fitted to the particular horse that will wear it. Blacksmiths first choose a blank shoe that is the general size for the horse. They use long-handled tongs to hold the blanks over a very hot fire in the forge. When the horseshoe is red hot, the blacksmiths lay the shoes on large pieces of steel called anvils. They pound the shoes with large hammers to make the shoes fit exactly. When the shoes are the right size, they are dipped in water to cool them. The horseshoes are then nailed to the bottom of the horse's hooves. This does not hurt the horse because there is no feeling in the hoof part of the horse's foot.

Blacksmiths wear heavy boots to protect their feet from horses' hooves. Sometimes horses will step on the blacksmith's toes. Blacksmiths also wear heavy leather aprons to protect themselves from the heat of the forge.

Blacksmiths perform a great service for horse owners. They help horses stay healthy by caring for their feet. Sometimes if a horse has a problem with his feet, the blacksmith can make a special horseshoe to correct the problem.

B-2 Blacksmith

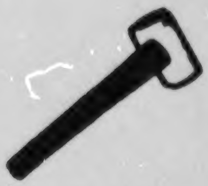
Classifying Tools

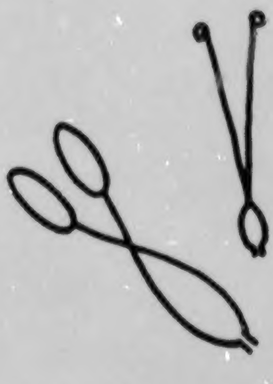
Draw a circle around each tool used by blacksmiths at work. Put an X on those tools not used by blacksmiths at work.

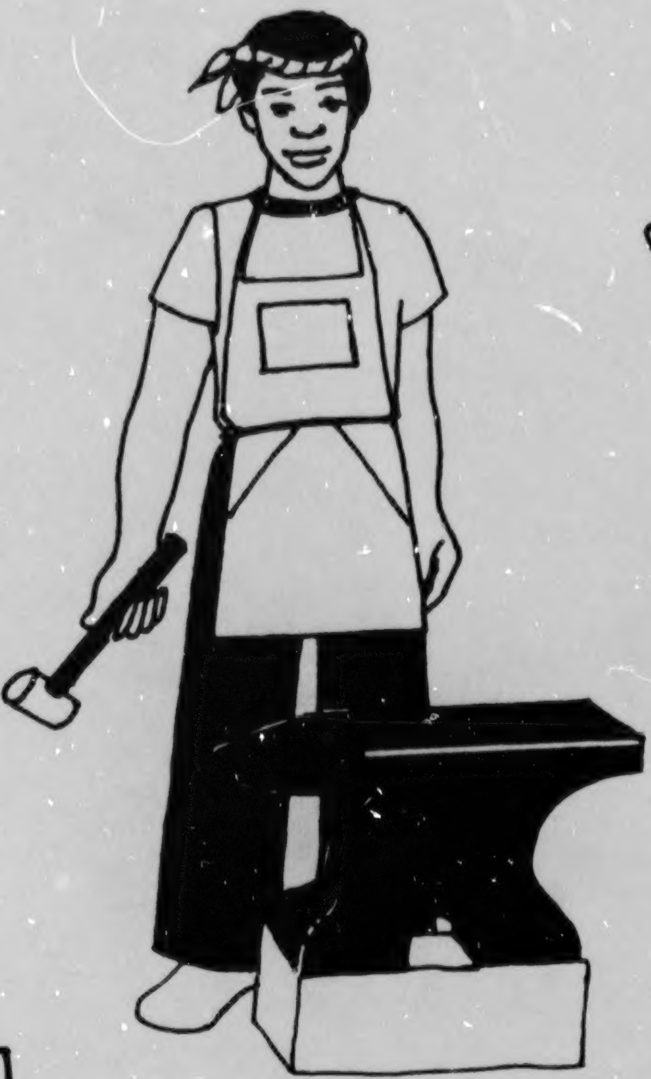
Clockwise from tongs: teddy bear, hoof pick, nails, leather apron, forge, van, horseshoes, whistle, hammer

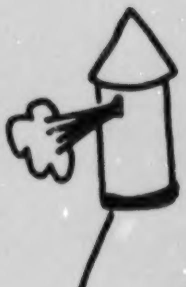
B-2 Blacksmith

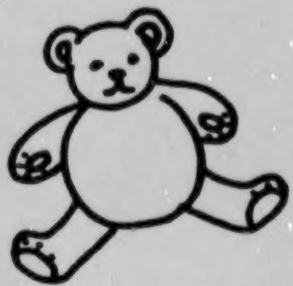
Draw a circle around each tool used by blacksmiths at work. Put an X on those tools not used by blacksmiths at work.

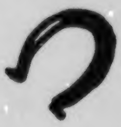


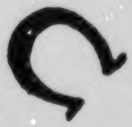


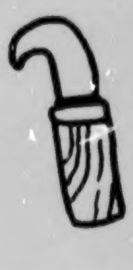


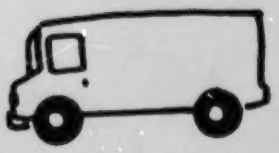


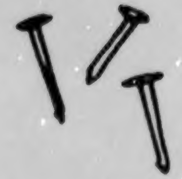


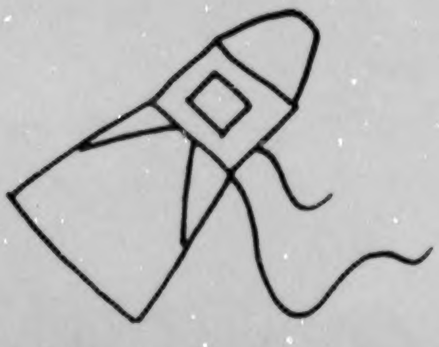


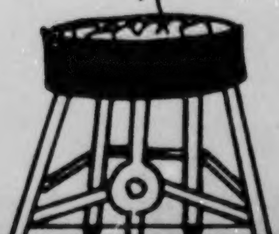












B-2 Blacksmith Alphabet

Blacksmiths use hammers and anvils to shape horseshoes. They place a heated horseshoe on the anvil and use the anvil to pound the horseshoe into shape. Each of the anvils on the left hand side of your page has an upper case letter written on it. Each of the hammers on the right hand side of the page has a lower case letter. Draw a line from each upper case letter to the lower case letter that has the same name.

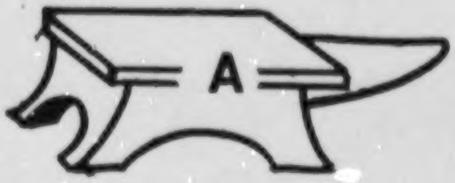
COMMENTS:

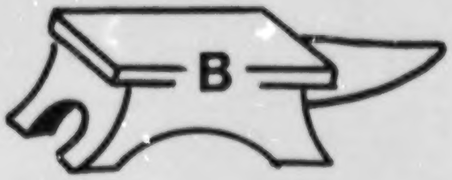
2T

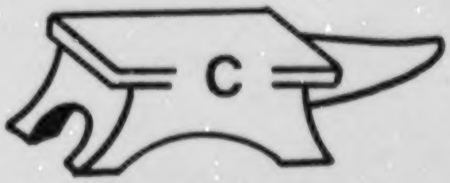
B-2 Blacksmith

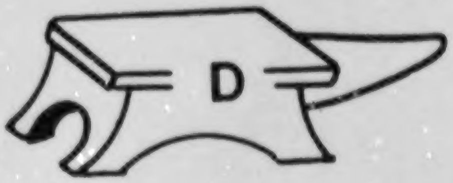
Alphabet

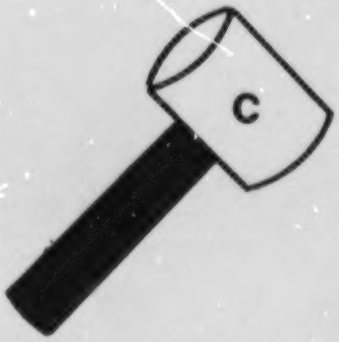
Draw a line from each upper case letter to the lower case letter with the same name.

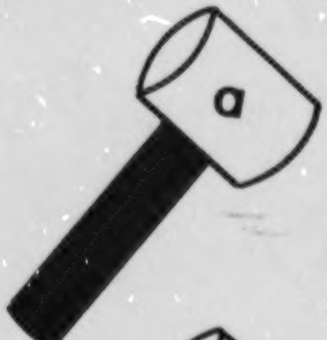


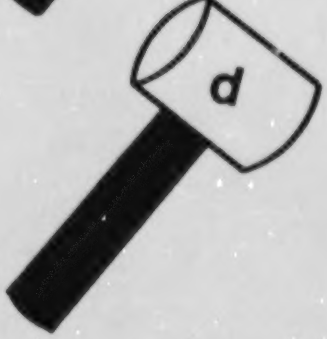


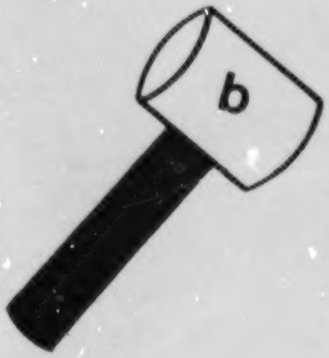












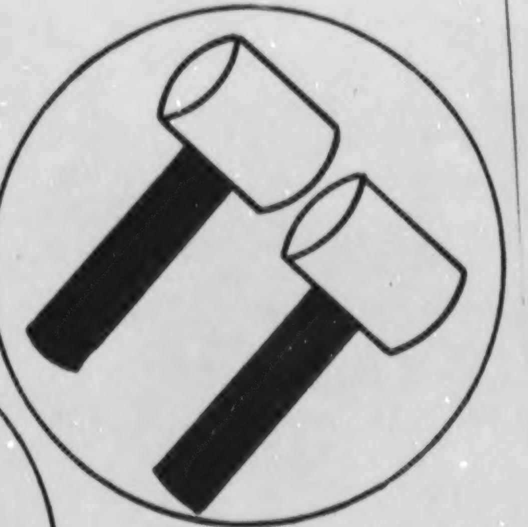
B-2 Blacksmith Number Words

Draw a line from each number word to the set that shows that number of blacksmith's tools.

COMMENTS:

Draw a line from each number word to the set that shows that number of tools.

one



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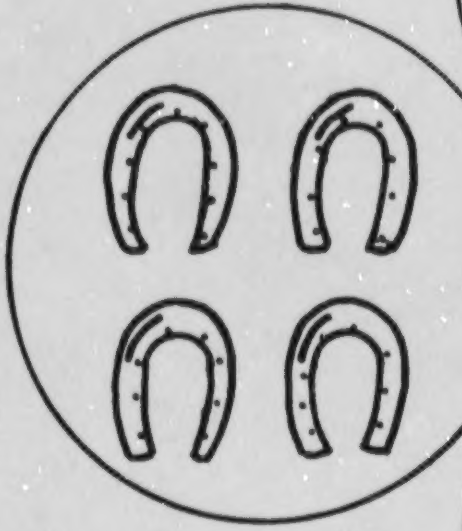

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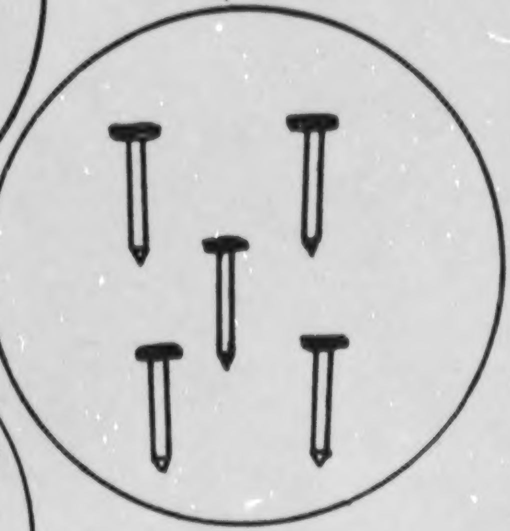

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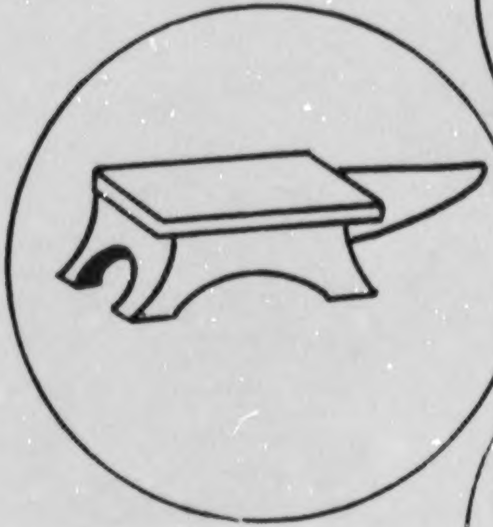

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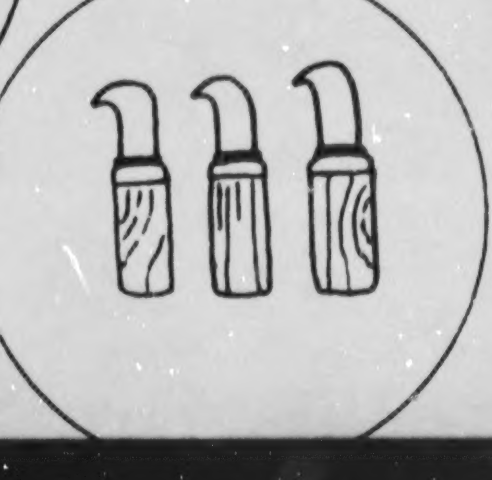


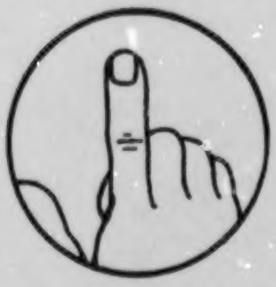
B-2 Blacksmith

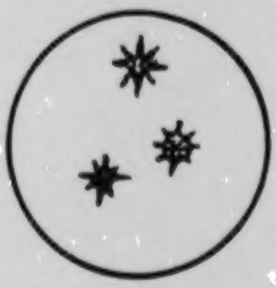
The word blacksmith has two words hidden in it. Can you hear the words? (black & smith) When you put the words black and smith together, you make the word blacksmith.

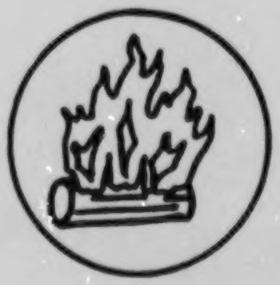
The pictures in the first column on your page are the first parts of compound words. The second column has pictures of the second parts of compound words. Draw lines to connect both word parts to make compound words.

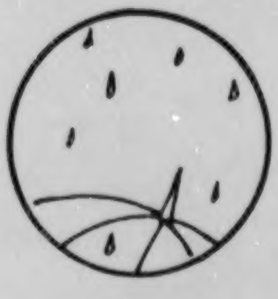
COMMENTS:

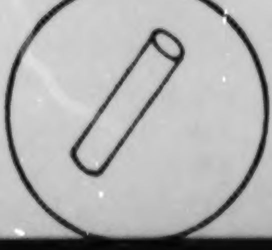
Draw lines between the two columns of pictures to make compound words.

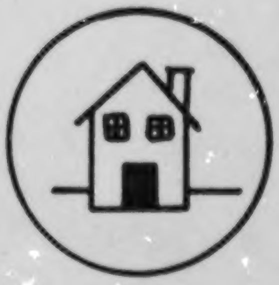


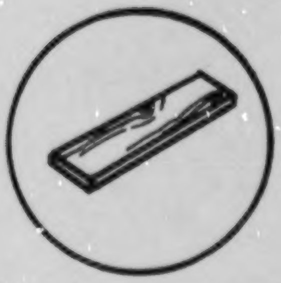


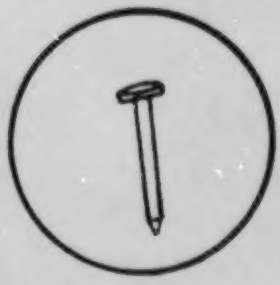


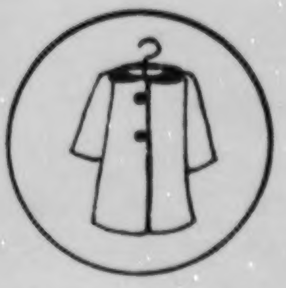


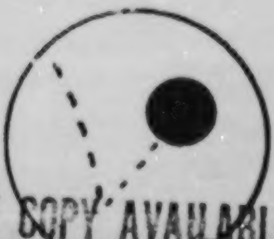








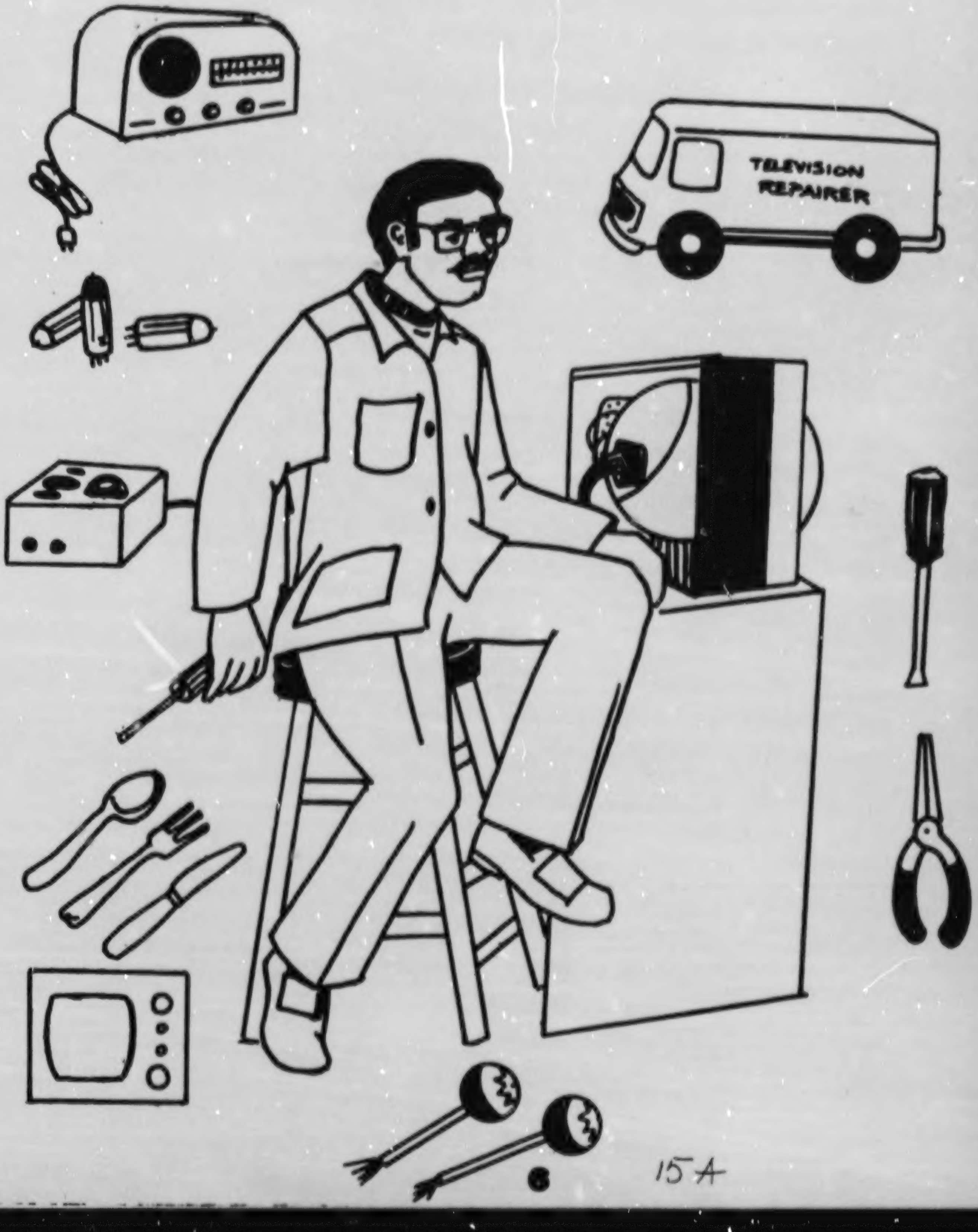




B-2 Television Repairer

Classifying Tools

Draw a circle around each tool used by television repairers at work. Put an X on each tool not used by television repairers at work.



15A

B-2 Television Repairer

Television repairers fix broken televisions and radios. They go to school to learn about the equipment to use. Some television repairers take courses through the mail to learn the job.

Some television repairers work in shops. People take their broken televisions to the shops to be repaired. Usually the owner leaves the television and the repairer calls when the television is fixed. Most television repair shops also sell new and used televisions. Other television repairers go to homes to fix televisions. Usually these repairers drive a van which carries all of their tools and spare parts.

Television repairers need to know about electronics. They learn about circuits and tubes. They learn to look at drawings of circuits and they know what all of the symbols mean. This allows them to look at drawings of circuits from different manufacturers and figure out where the problems are.

Television repairers use many tools to repair televisions. They have special devices to test tubes and circuits to see what is broken. They keep a supply of new tubes and circuits to replace broken ones. Repairers also use standard tools like screwdrivers and pliers to take televisions apart. Each television repairman has a tool box in which to keep his tools.

B-2 Television Repairer

Classifying Tools

Draw a circle around each tool used by television repairers at work. Put an X on each tool not used by television repairers at work.

Clockwise from radio: repair van, screwdriver, pliers, maracas, television, flatware, tester, tubes.

COMMENTS:

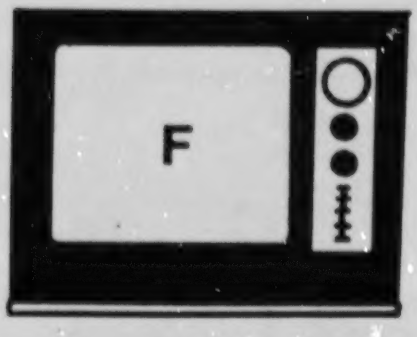
6T

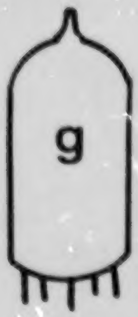
[illegible] Television Repairer Alphabet

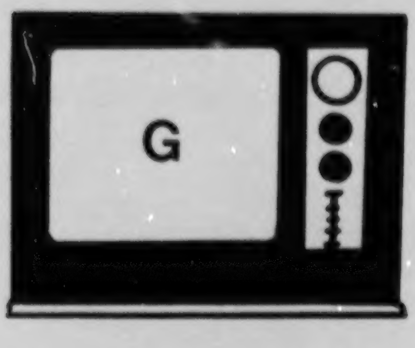
The television repairer uses tubes to fix broken televisions. On each television set is an upper case letter. On each tube is a lower case letter. Draw a line from each television to the tube that has the letter with the same name.

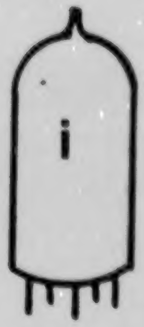
COMMENTS:

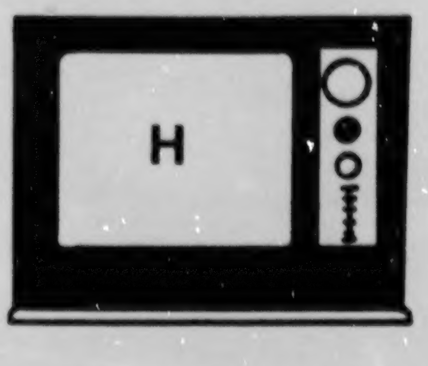
Draw a line from each upper case letter to the lower case letter that has the same name.

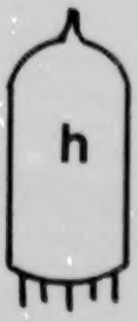


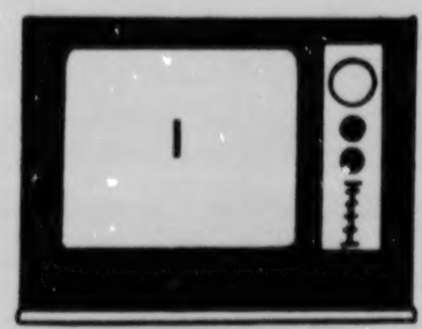


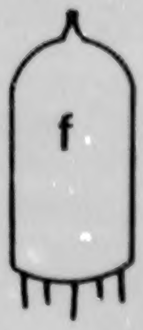












B-2 Television Repairer   Greater Than

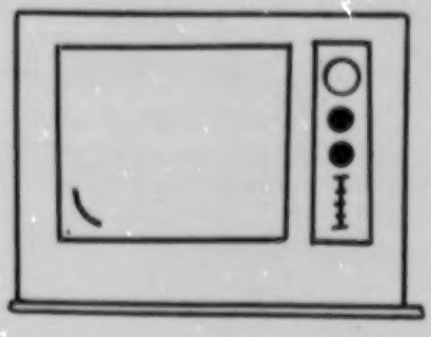
"Greater than" is another way of saying "more than". In each box on your page are two sets of television repairer's tools. In each box draw a circle around the set that is greater than the other set.

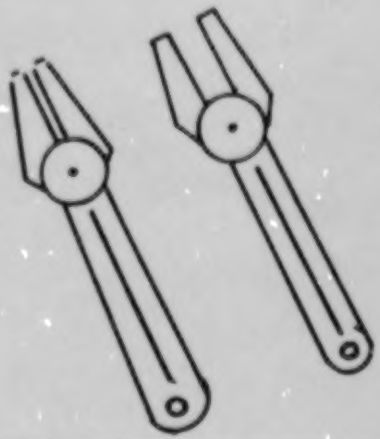
COMMENTS:

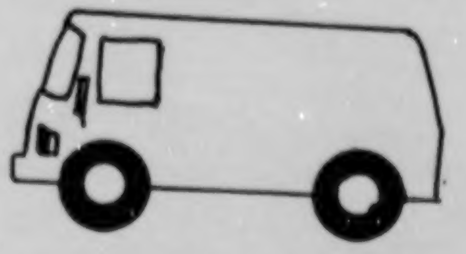
B-2 Television Repairer

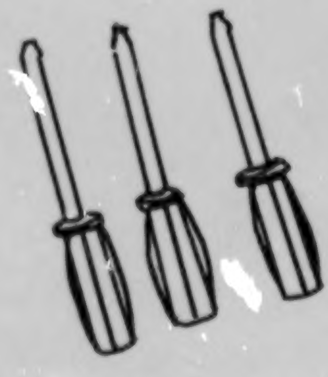
Greater Than

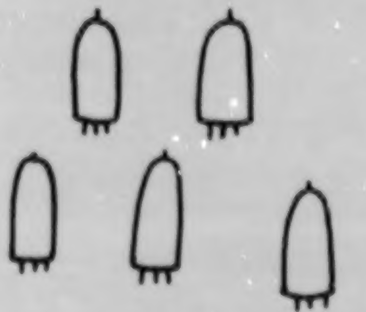
In each box draw a circle around the set of tools that is greater than the other set.

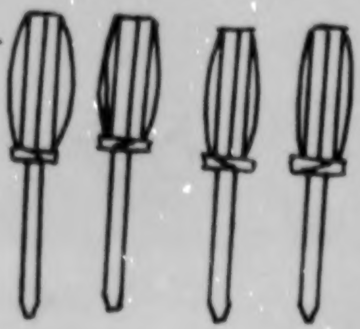


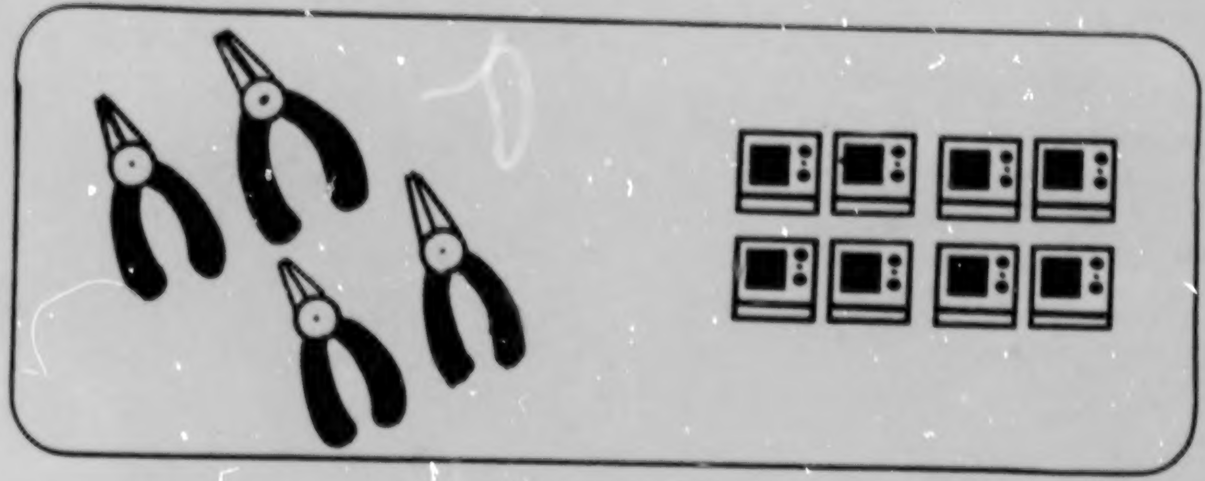


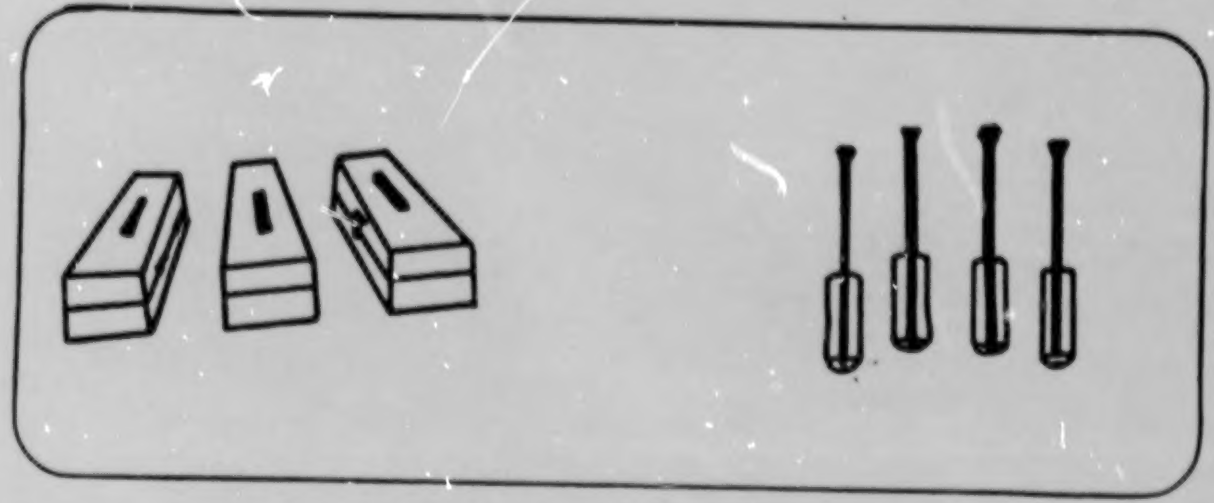


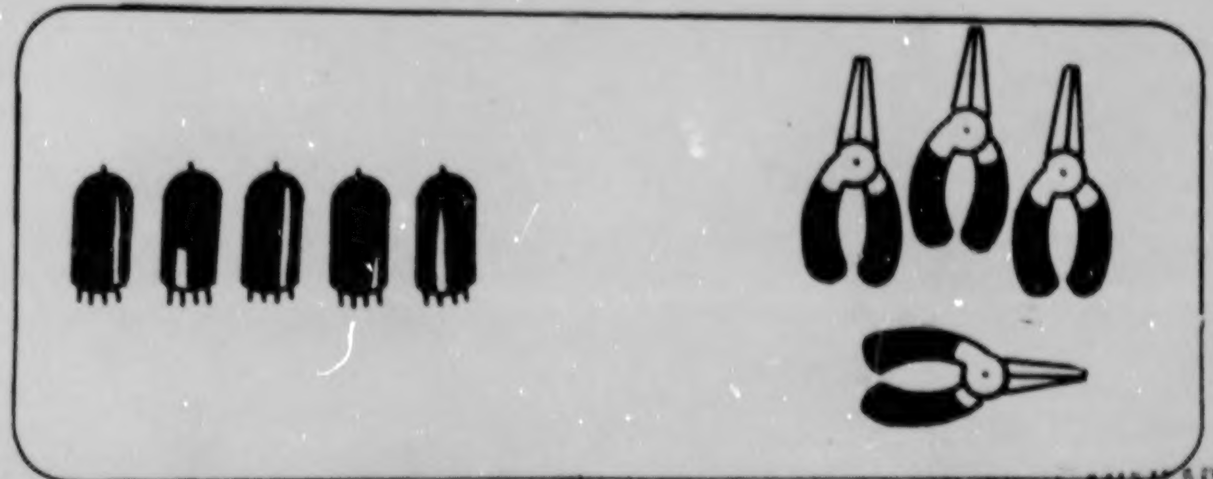












Number Words

B-2 Television Repairer

The television repairer uses lots of tools to repair broken radios and televisions. He uses screwdrivers, pliers and tubes every day. On your page are sets of television repairers' tools. Draw a line from each set of tools to the number word that tells how many tools are in each set.

COMMENTS:

Draw a line from each number word to the set that has that number of tools.

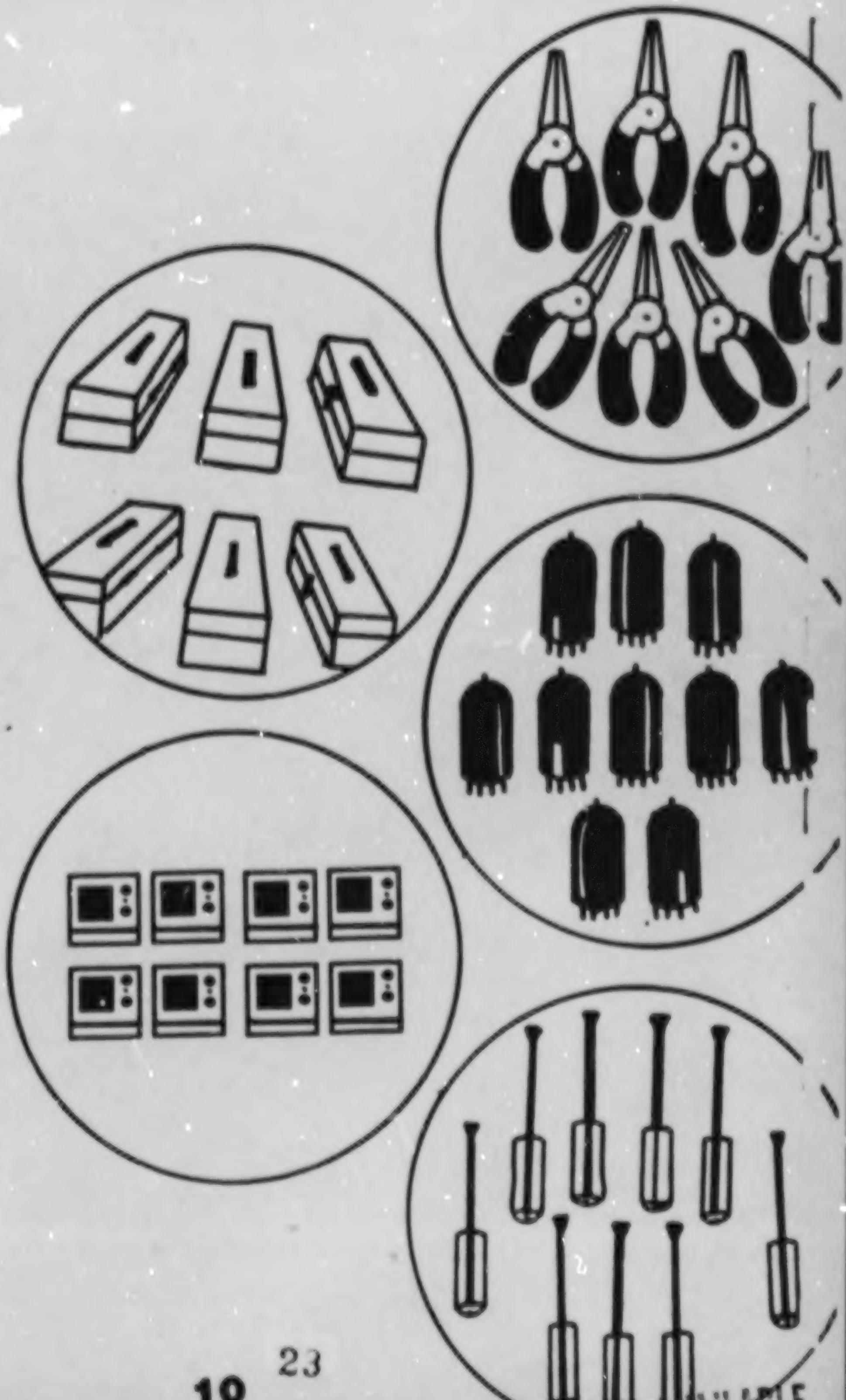
six

seven

eight

nine

ten



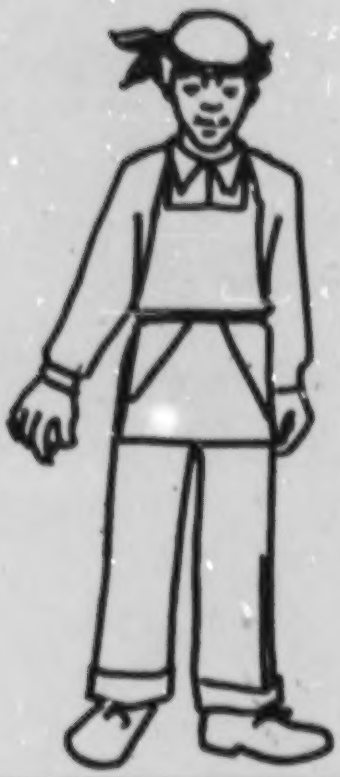
B-2 Blacksmith/Television Repairer Review

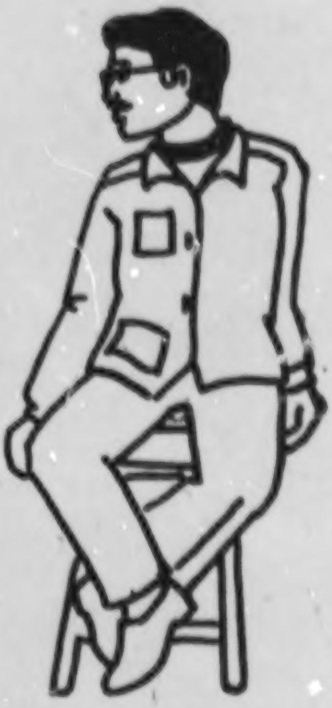
The pictures on your page show a blacksmith and a television repairer. Below the workers are some of their tools. Draw a line from each tool to the worker who uses it. If the tool is used by both workers, draw lines to both workers.

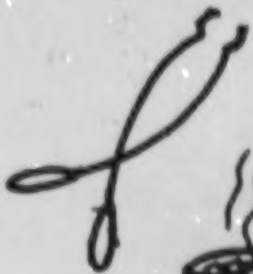
COMMENTS:

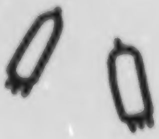
B-2 Blacksmith/Television Repairer Review

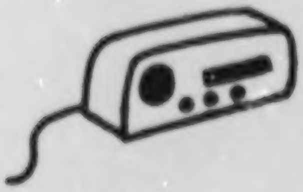
Draw a line from each tool to the worker who uses it.

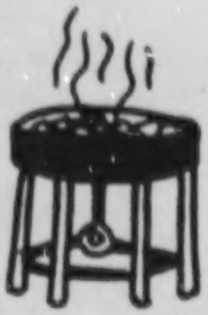


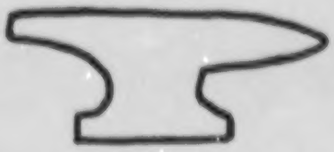


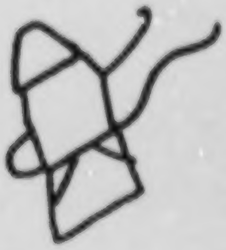


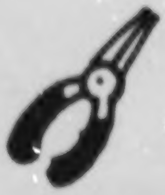


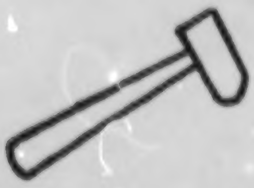


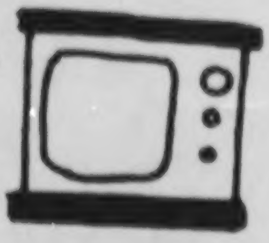












B-2 Hairdresser/Barber

Hairdressers and barbers take care of people's hair. Generally, hairdressers care for women's hair and barbers care for men's hair. This is changing, however, and some barbers and hairdressers care for both women's and men's hair. Both hairdressers and barbers go to special trade schools to learn the skills necessary for taking care of hair properly.

Barbers spend most of their time cutting hair. They use special scissors and electric clippers to cut hair. Barbers will style hair by giving special cuts. They use a blow dryer and styling brushes to style hair. Barbers will also use razors and shaving cream to shave men's faces. They trim mustaches and beards to keep them looking neat.

Hairdressers do a variety of jobs also. They cut and style hair. They use shampoo and a special sink to wash customers' hair. They use rollers to make hair curl. They often change the color of a customer's hair with hair dyes and rinses. Sometimes they give customers permanent waves, so their hair will stay curly longer. Customers sometimes take in wigs to be cut, curled or dyed.

Hairdressers and barbers must earn a license before they can open a shop and begin caring for customers' hair. They must learn all of the ways to care for hair properly. Hairdressers and barbers also learn about how to care for their tools and how to keep their shops clean and neat.

Barbers and hairdressers serve us by helping us look our best.

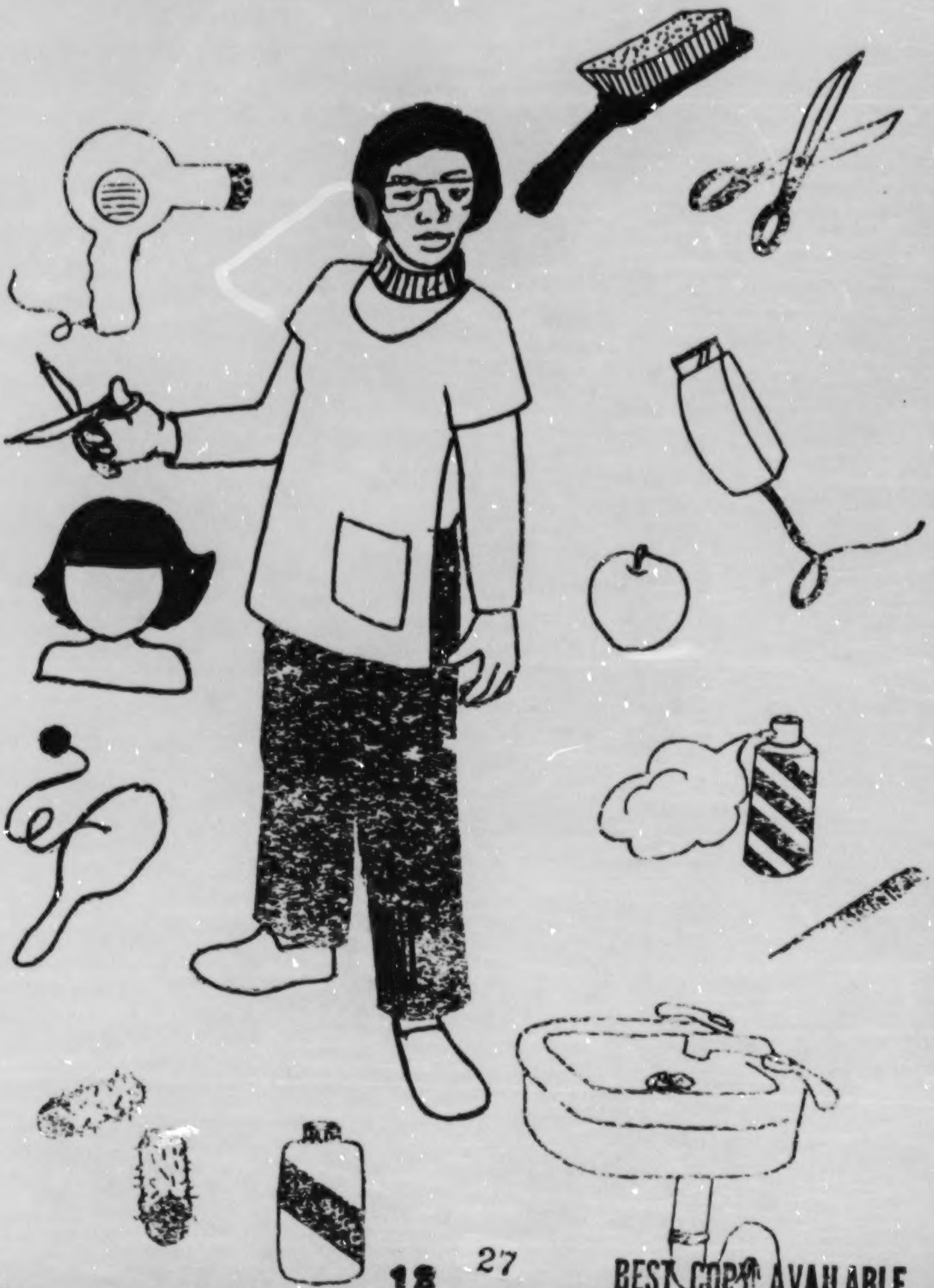
B-2 Hairdresser/Barber Classifying Tools

Draw a circle around each tool used by hairdressers or barbers at work. Put an X on the tools not used by hairdressers or barbers at work.

Clockwise from hairbrush: scissors, clippers, apple, shave cream, comb, sink, shampoo, rollers, paddle, wig, hair blower.

COMMENTS:

Draw a circle around each tool used by hairdressers or barbers at work. Put an X on the tools not used by hairdressers or barbers at work.

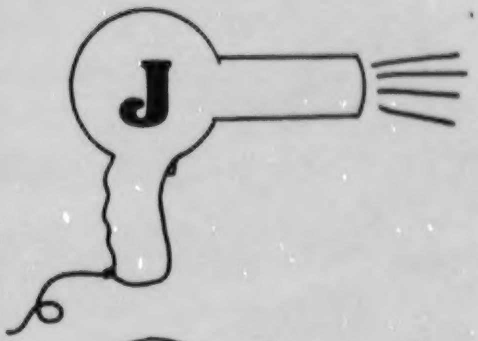


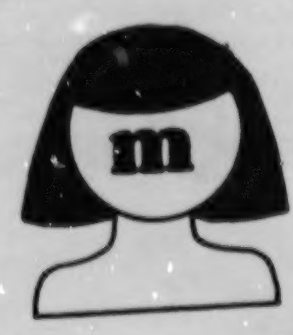
Hairdressers are often asked to restyle wigs. They wash the wig with shampoo, then use a blow dryer to dry and style the wig. Each of the hair blowers on your page has an upper case letter written on it. Each wig has a lower case letter. Draw a line from the upper case letter on each blow dryer to the wig that has the lower case letter with the same name.

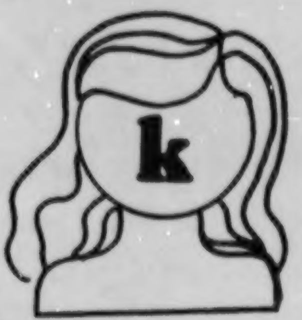
COMMENTS:

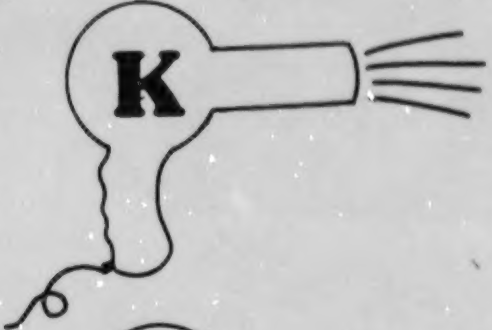
B-2 Hairdresser/Barber

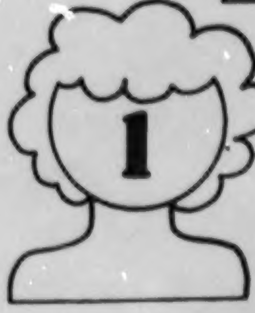
Draw a line from each upper case letter to the lower case letter with the same name.

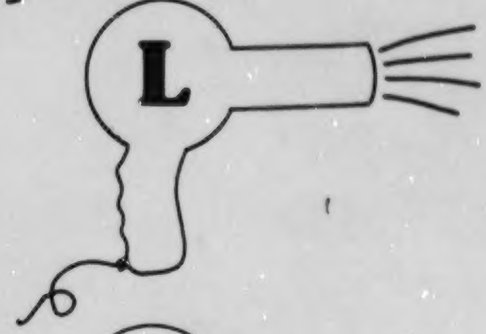


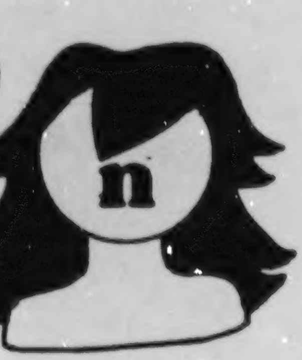


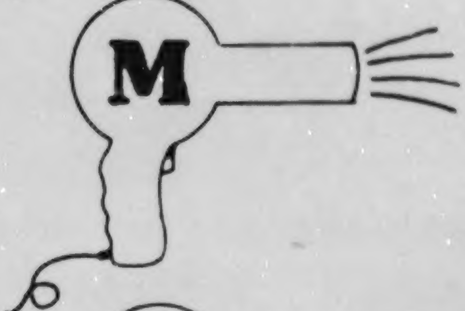


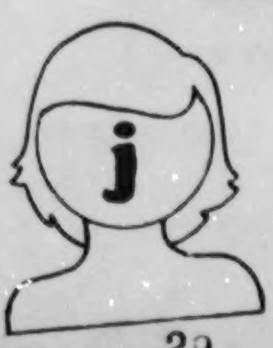


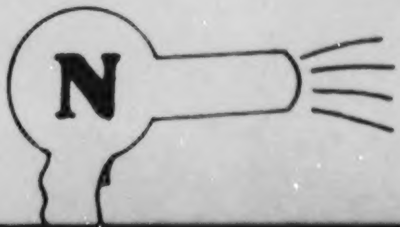












B-2 Hairdresser/Barber Sequence

The pictures on your page show a hairdresser caring for a customer's hair. Put the pictures in order by writing "1" in the picture which comes first, "2" in the picture which comes second and so on.

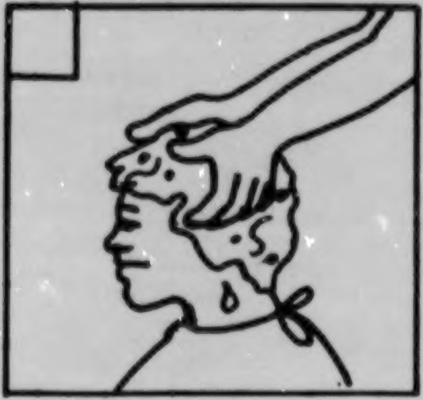
Look at the pictures. Which should come first? (Lady coming in the door.) Write a one in the corner box of the first picture.

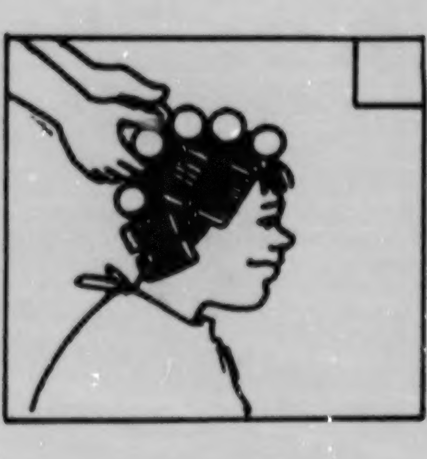
Continue in a similar manner with:

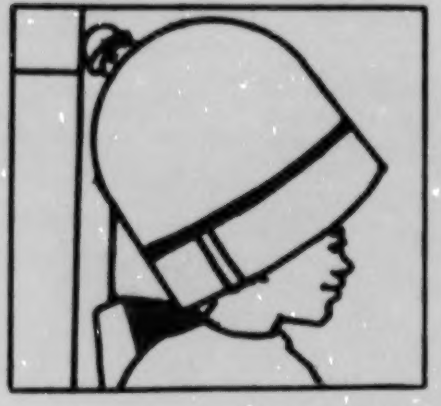
2. The hairdresser washes the hair.
3. The hairdresser cuts the hair.
4. The hairdresser sets the hair.
5. The customer sits under a hair dryer.
6. The hairdresser combs out the hair.

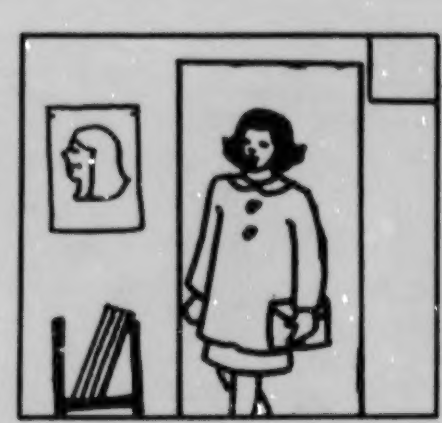
COMMENTS:

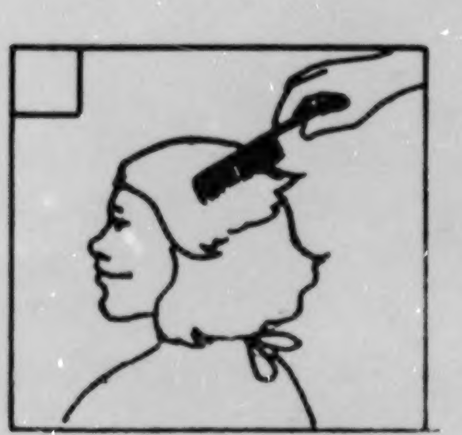
Put the pictures in order by writing the numbers 1, 2, 3, 4, 5 or 6 in the corner box of each picture.

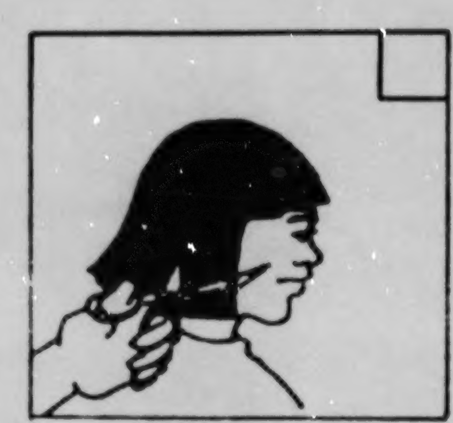












B-2 Hairdresser/Barber

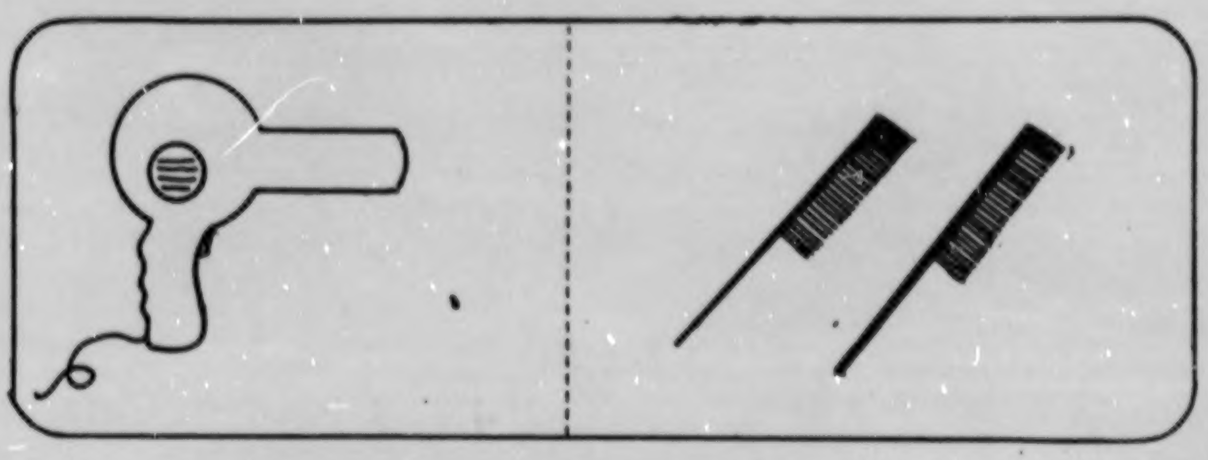
Less Than

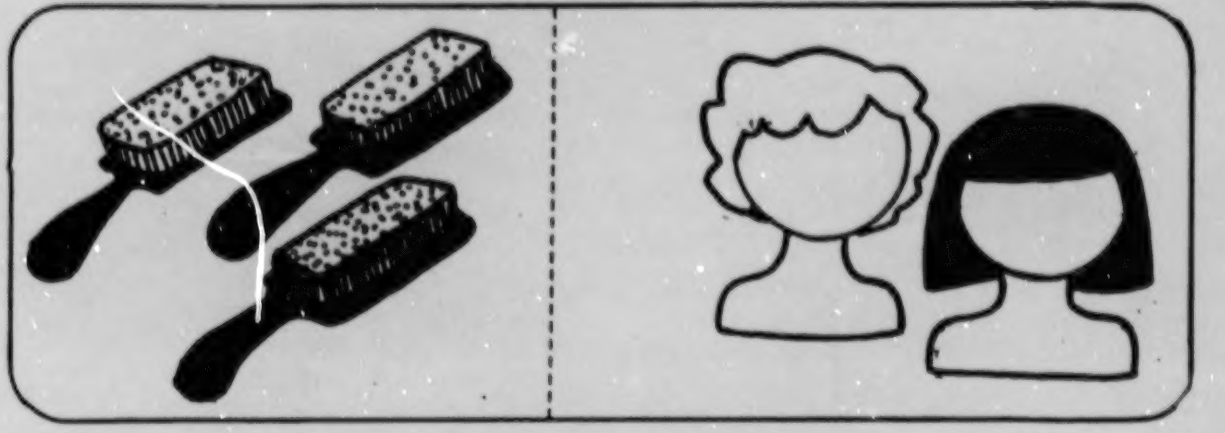
Hairdressers and barbers use many tools to care for people's hair. You will see many of these tools on your page. Each box on your page has two sets of hairdressers' and barbers' tools. In each box one set of tools has less or fewer tools than the other. In each box draw a circle around the set of tools that is less than the other.

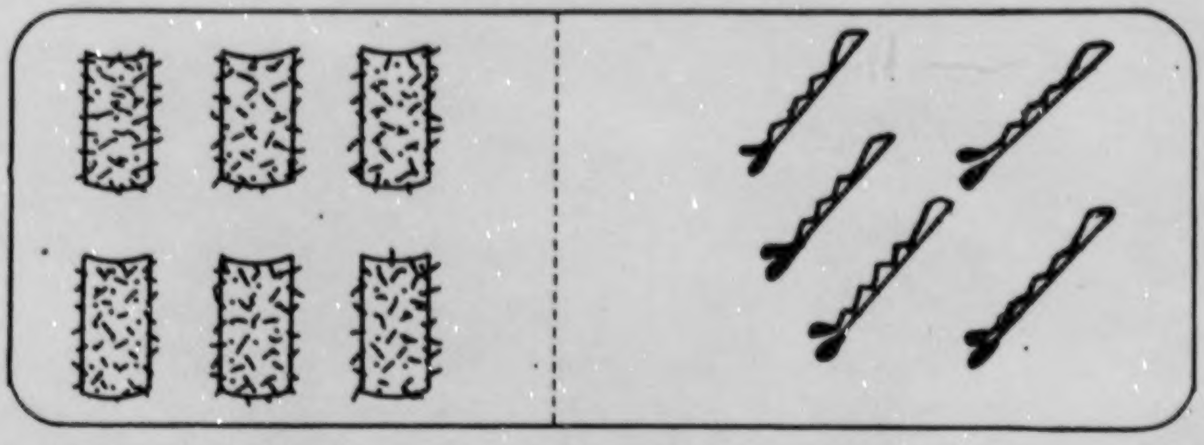
COMMENTS:

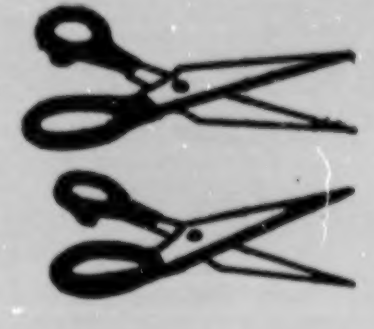
Less Than

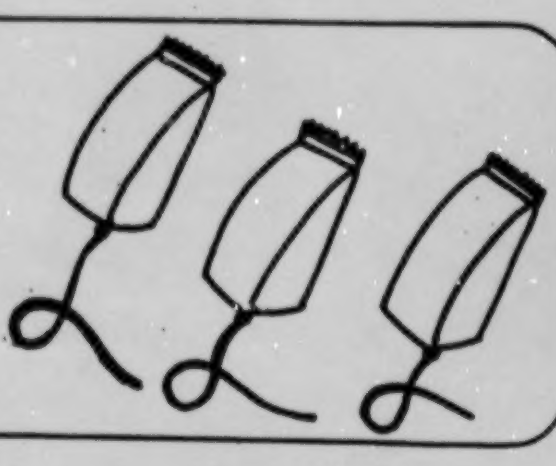
In each box draw a circle around the set that is less than the other.

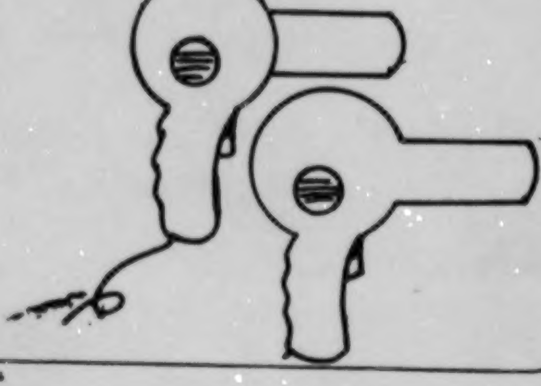












B-2 Day Care Worker

Day care workers look after young children whose parents work. Some work in private day care centers; some in government-run day care centers; and some work in day care centers at large factories or institutions where many people work. These day care workers are hired by companies to care for their workers' children.

Day care workers help children learn about themselves, and how to play well with other children. The day care workers teach the children to use paper, crayons, and fingerpaints to draw pictures. The day care workers help the children learn to share toys like building blocks, dolls, and trucks. They watch over the children to see that they play together happily and safely. Day care workers read books and stories to the children.

Day care workers watch over the children as they play outside. They make sure the children use swings, slides and jumpropes safely. Day care workers may put bandaids on small cuts, but most day care centers have a nurse on hand to take care of injuries and sicknesses.

Day care workers may take care of babies and infants. They use baby bottles with formula to feed the babies. They change diapers to keep the babies dry and comfortable.

Day care workers help us by taking care of children whose parents work.

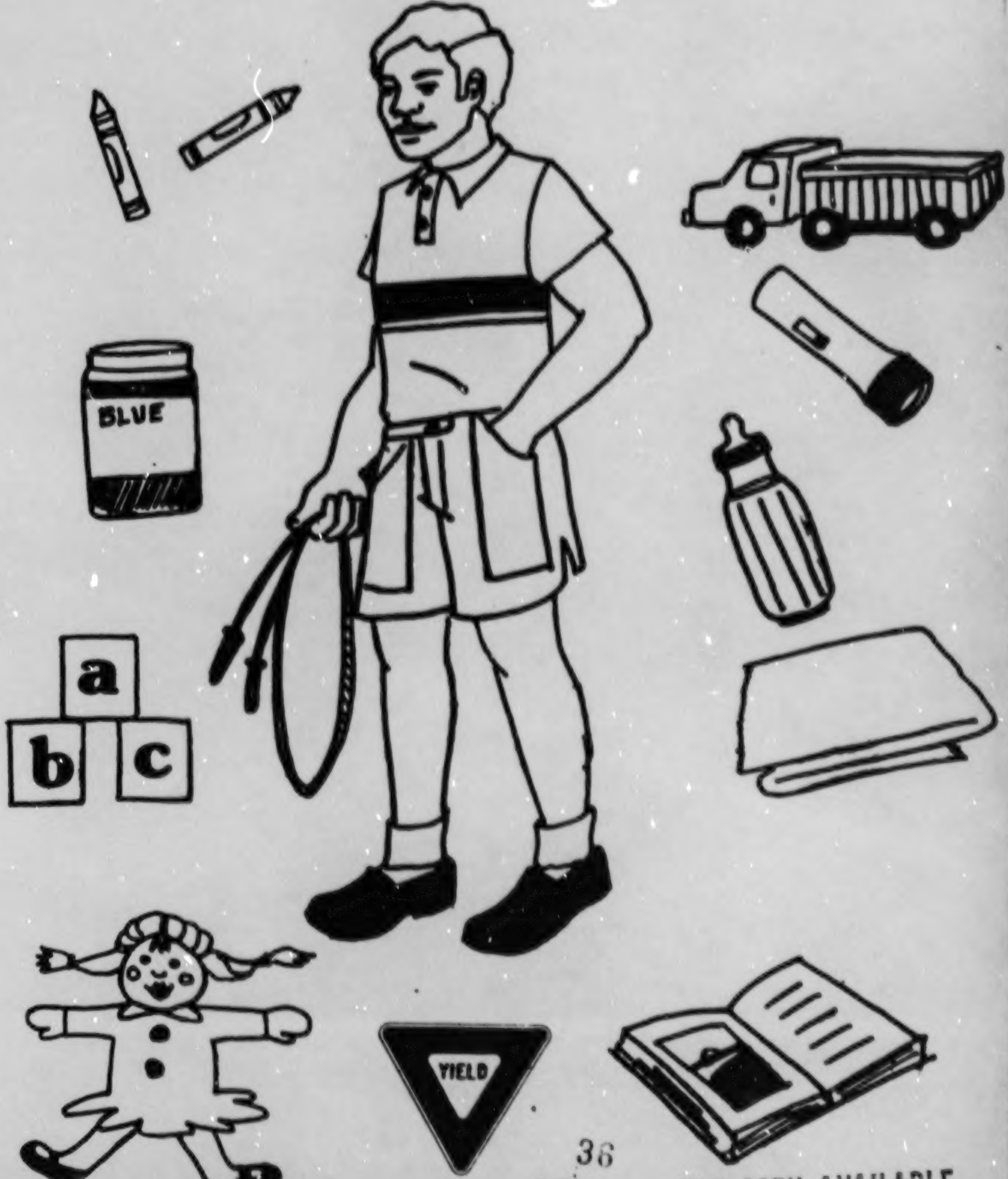
B-2 Day Care Worker Classifying Tools

Draw a circle around each tool used by day care workers at work. Put an X on those tools not used by day care workers at work.

Clockwise from toy truck: flashlight, baby bottle, diaper, book, road sign, doll, blocks, paint, crayons.

COMMENTS:

Draw a circle around each tool used by day care workers at work. Put an X on those tools not used by day care workers at work.



Day care workers use many different kinds of toys to keep children interested and occupied. The children learn to play together and share the toys.

In each box on your page are two sets of toys. One set of toys is greater than the other set of toys. This means that one set has more toys than the other set.

The symbol for more than is $>$. (Demonstrate) We always write the "more than" symbol so the wide end faces the larger set. In each box on your page write the greater than symbol in the circle between the set when the first set is greater than the second set.

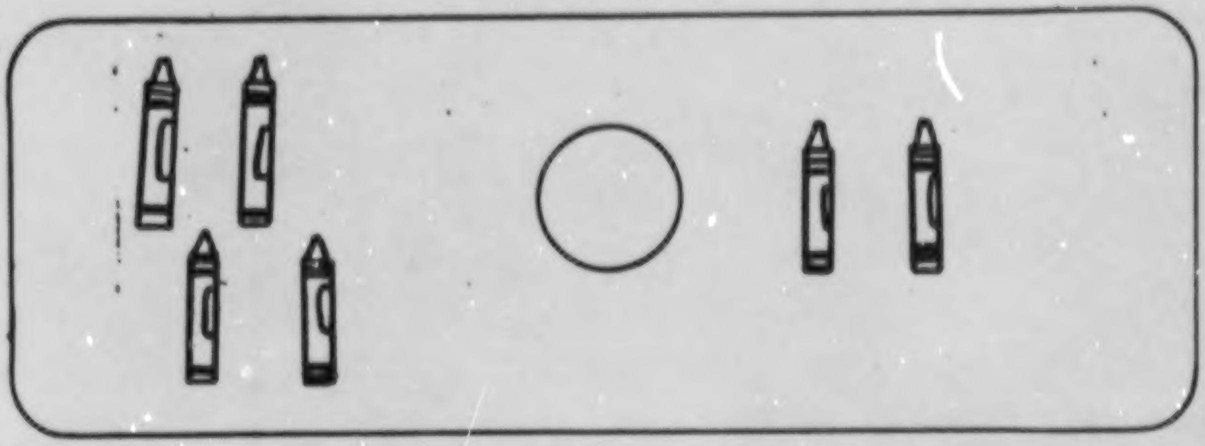
Look at the first box. How many crayons are in the first set? (4) How many crayons are in the second set? (2) Is the first set greater than the second set? (yes) Write the "greater than" symbol in the circle between the sets.

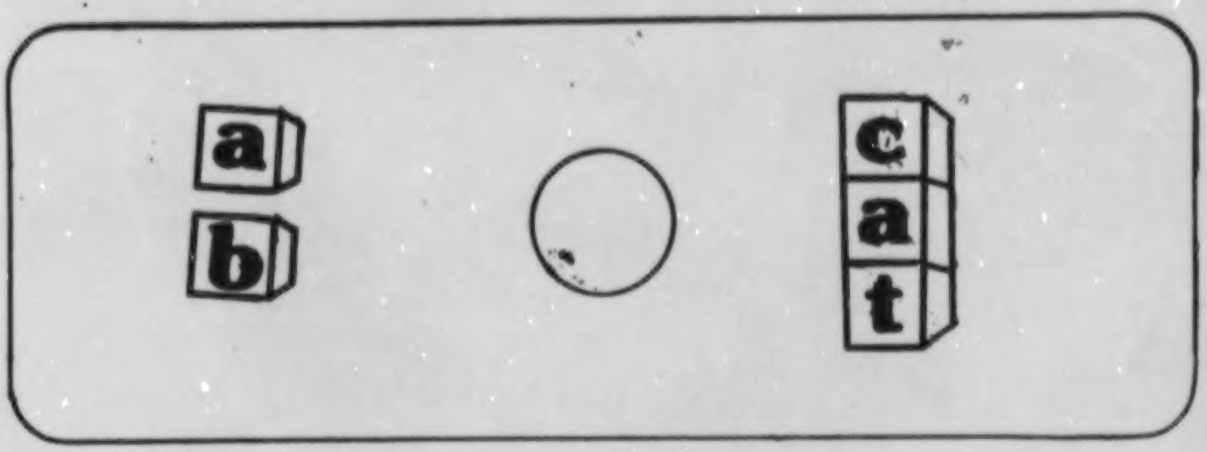
Look at the second box on your page. How many blocks are in the first set? (2) How many blocks are in the second set? (3) Is the first set greater than the second set? (no) Should we write the greater than sign in the circle between the sets? (no)

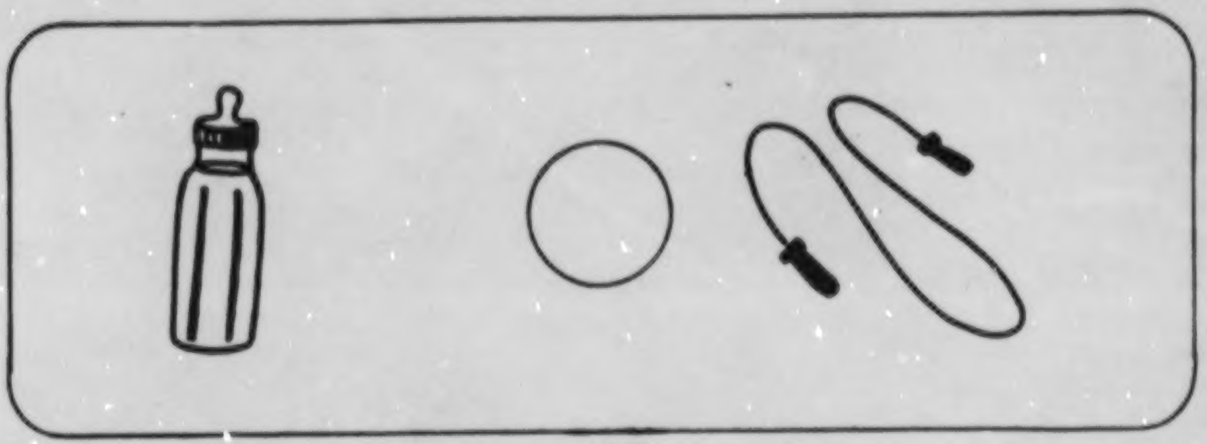
Continue with the remaining items.

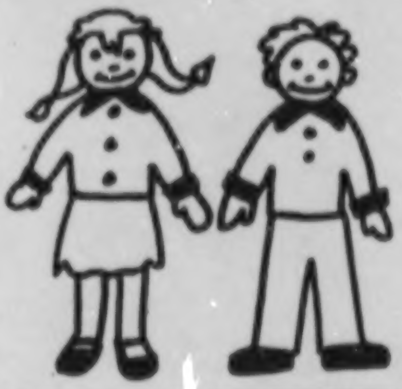
COMMENTS:

Write the "greater than" sign in the circles between the sets when the first set is greater than the second set.









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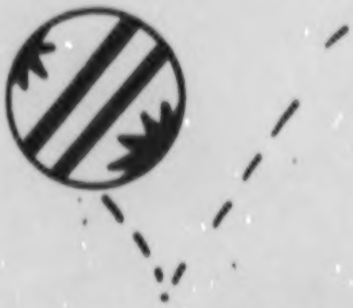

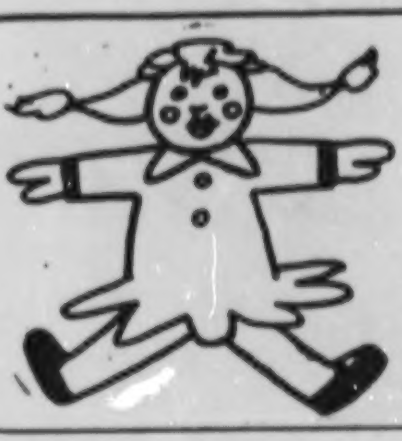

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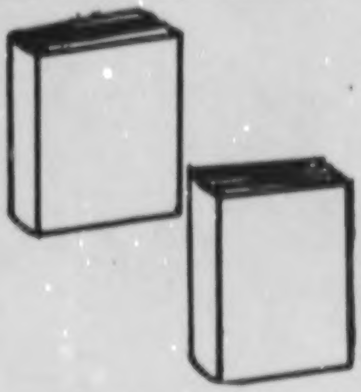

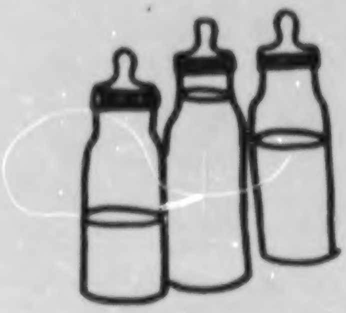

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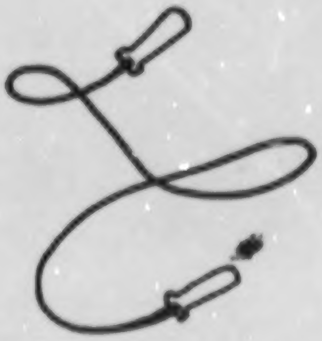


The day care workers do many jobs to care for the needs of the children they watch. I will read you some sentences about the needs of children. For each sentence, put an X in the picture that shows how the day care worker would meet that need.

Look at the first row of pictures on your page and listen: "The children were hungry, so ..." Which picture shows how the day care workers would meet this need? (second picture or picture of day care worker feeding children) Put an X in the square in the corner of the second box.

Continue in a similar manner for:

2. Children need exercise, so ...

3. Children sometimes hurt themselves, so ...

4. Small children get tired, so ...

5. The children get bored on rainy days, so ...

6. Young children have trouble dressing themselves, so ...

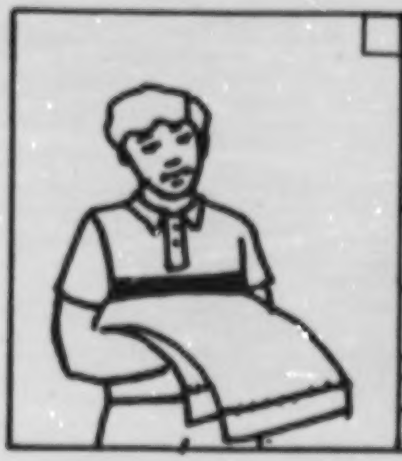
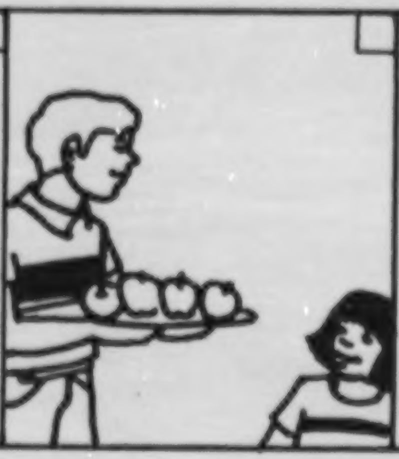
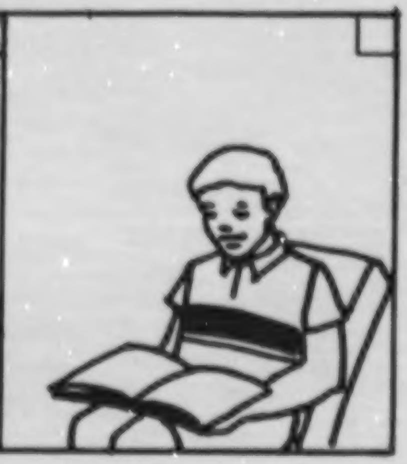
COMMENTS:

B-2 Day Care Worker

Cause/Effect

Listen to each sentence then put an X in the corner square of the picture that shows how the day care worker would meet that need.

1

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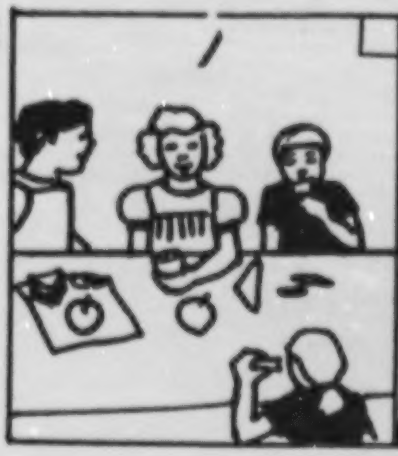
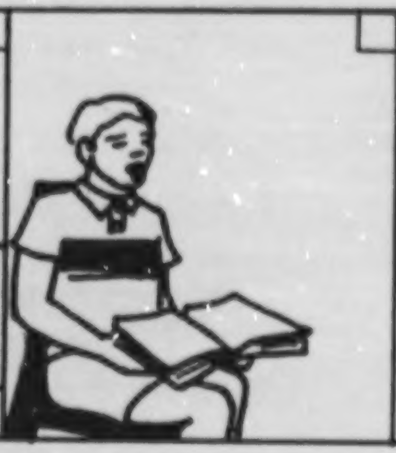
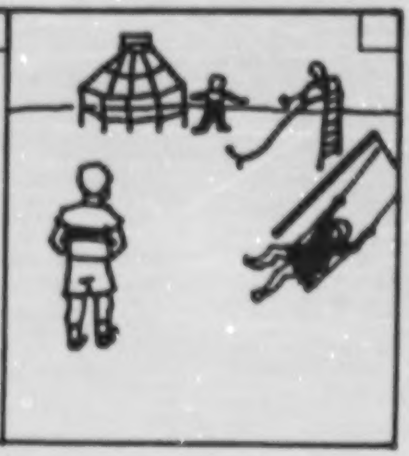

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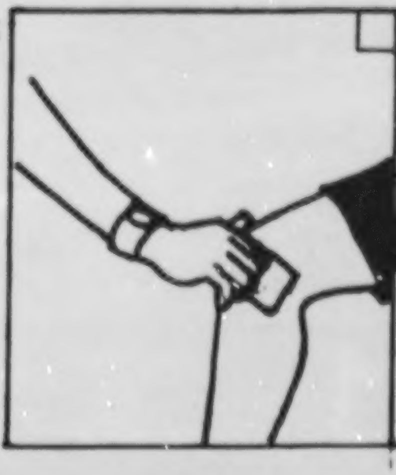
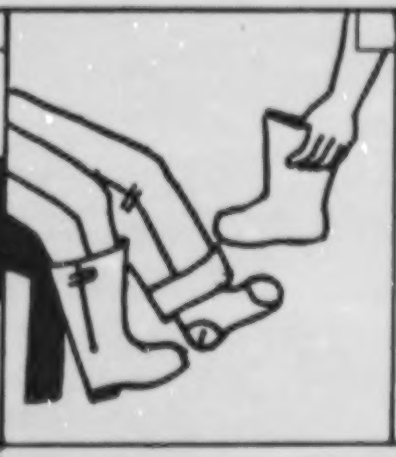
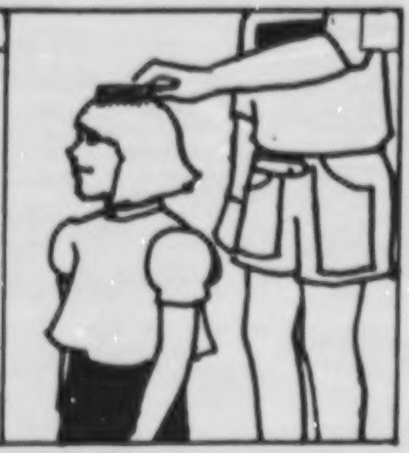

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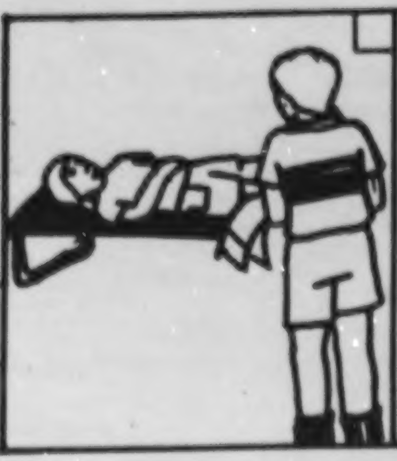
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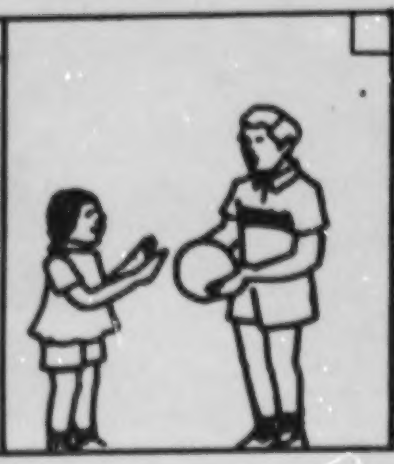
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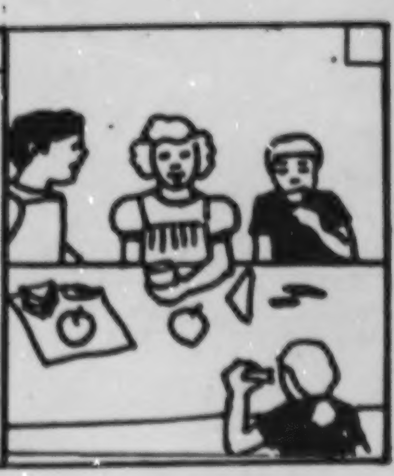
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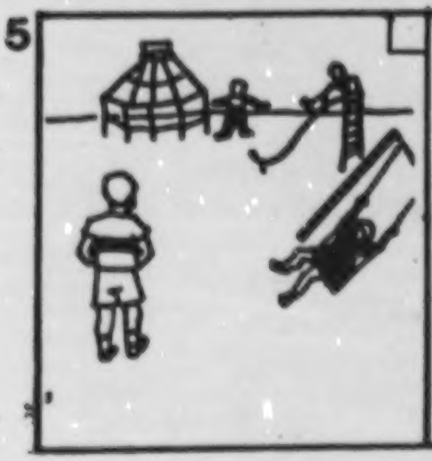
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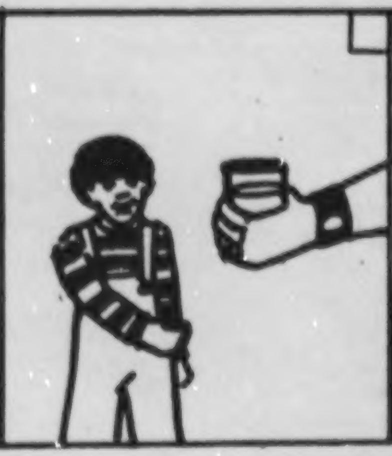
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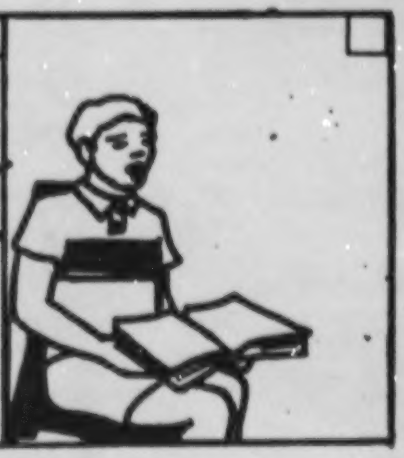
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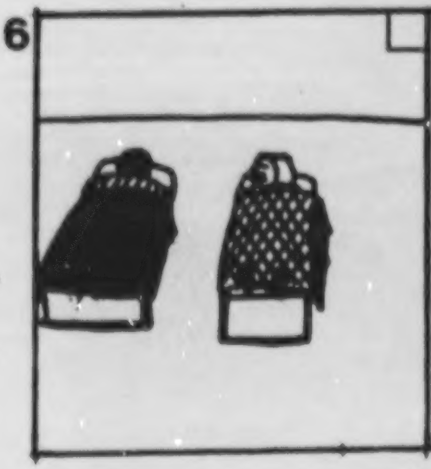
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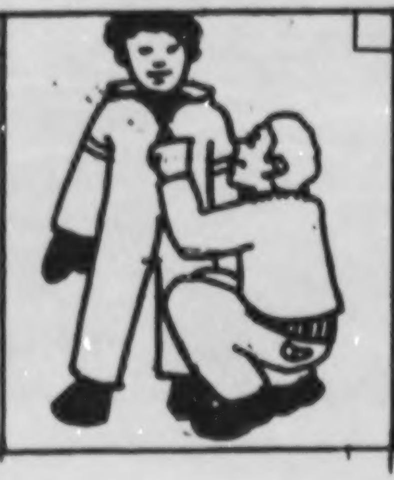
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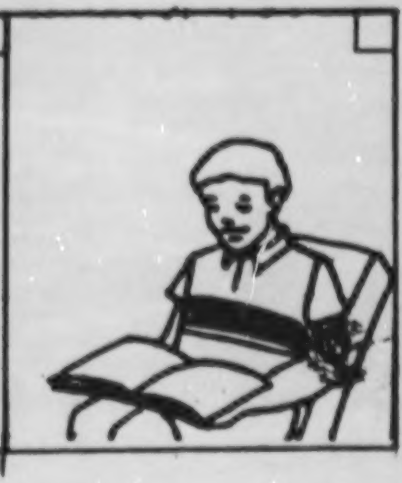
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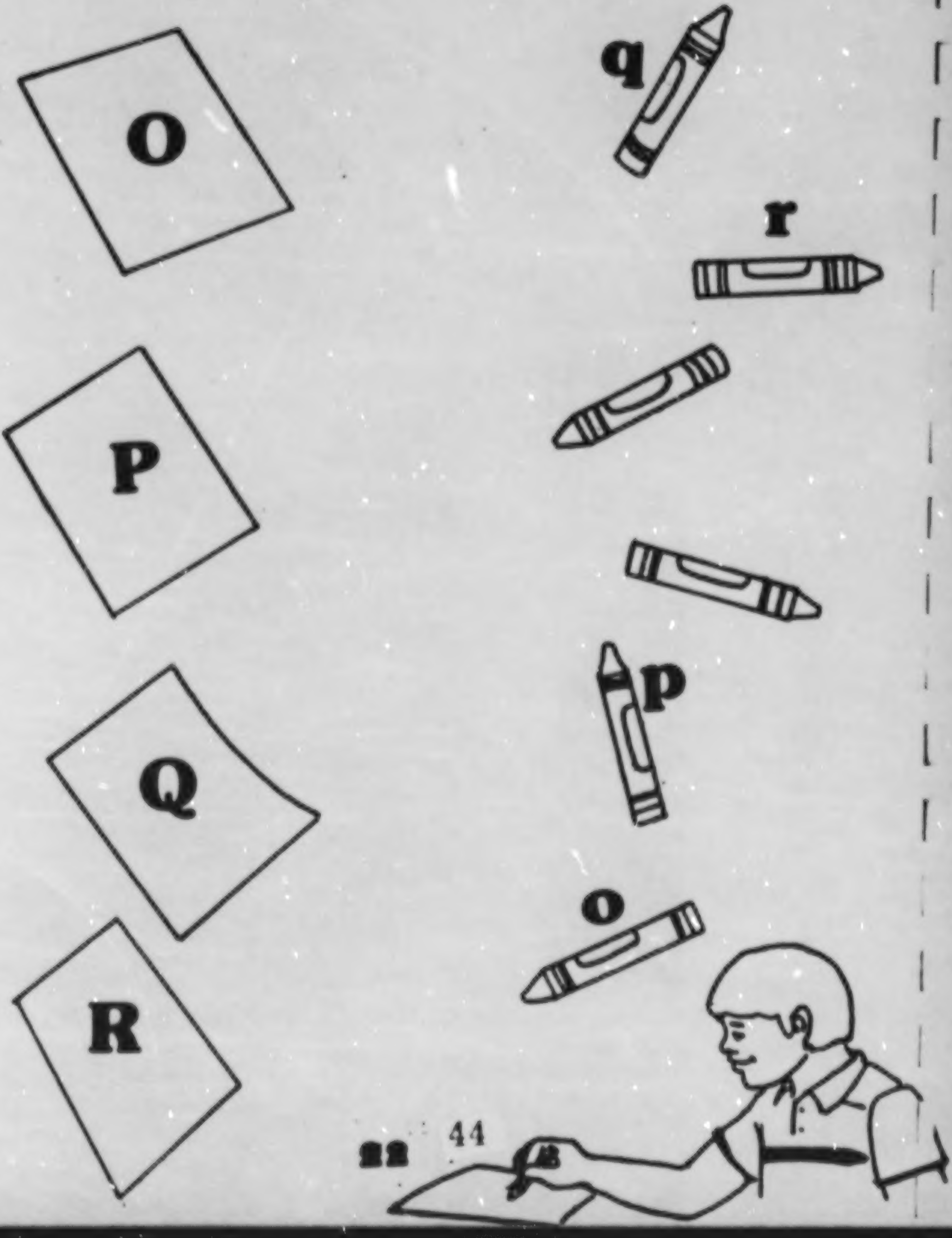
Day care workers use books and crayons to help keep children amused. Each of the books on your page has an upper case letter written on it. Each box of crayons has a lower case letter. Draw a line from each upper case letter to the lower case letter that has the same name.

COMMENTS:

Draw a line from each upper case letter to the lower case letter with the same name.



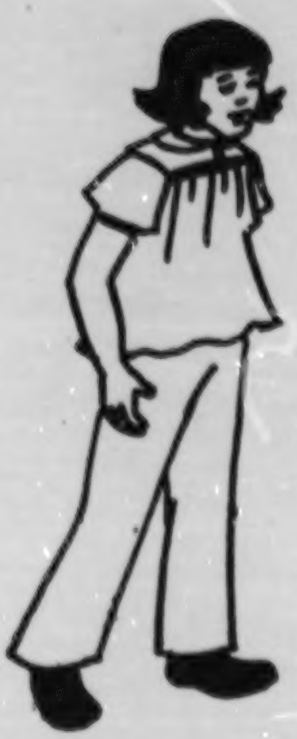
B-2 Hairdresser/Barber/Day Care Worker Review

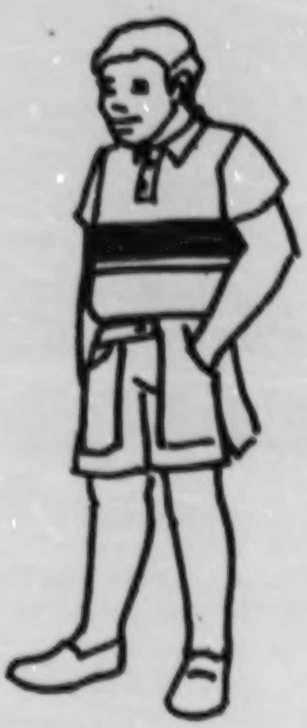
On your page are pictures of a hairdresser and a day care worker. Beneath their pictures are pictures of their tools. Draw a line from each tool to the worker who uses it.

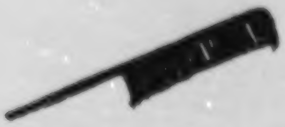
COMMENTS:

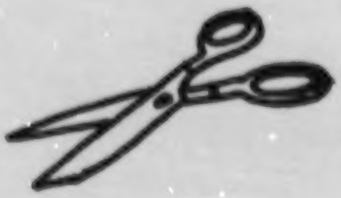
B-2 Hairdresser/Barber/Day Care Worker Review

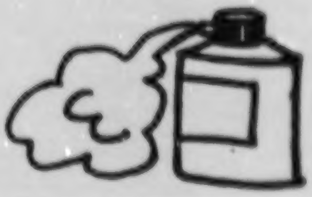
Draw a line from each tool to the worker who uses that tool.

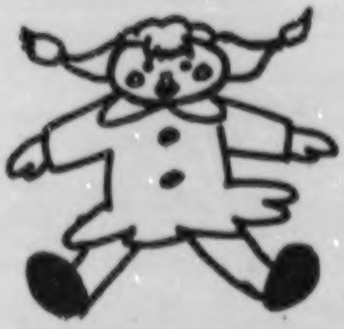


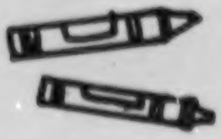


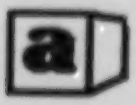


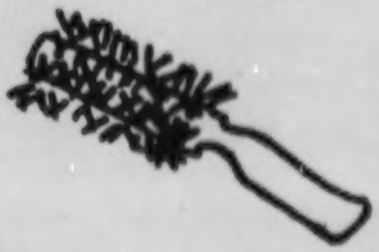


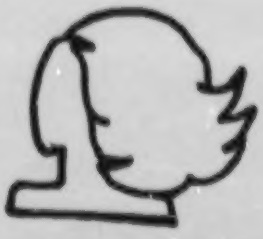












B-2 Waitress

Waitresses are workers who work in restaurants or diners. Waitresses do the same jobs as waiters. Waiters are men, waitresses are women. Waitresses and waiters do the same job.

When customers go into a restaurant or a diner, the waitress takes them to a table and gives them menus. While the customers look at the menu and decide what they want to eat, the waitress pours them each a glass of water. When the customers have decided what they want to eat, the waitress writes each person's order on a pad. She hands the orders to the kitchen workers, who prepare the food.

When the food is prepared, the waitress carries the plates to the table on a large tray. She gives each plate of food to the person who ordered it. If the customers need additional items or help, they call the waitress. The waitress takes additional food, takes more silverware, or cleans up spills.

When customers have paid for their food and left the restaurant or diner, the waitress clears the table. She puts the dirty dishes and silverware on a large tray and carries them to the kitchen. She uses a sponge or cloth to wipe up the table and chairs. If food has been spilled, she sweeps the floor. When the area is clean, the waitress sets up the table with clean placemats, silverware and glasses. She checks to make sure that napkin, sugar, salt and pepper containers are full. If they are not full, she takes full containers to the table. Then when she is not so busy, she refills the empty containers.

Waitresses work very hard. They have to carry heavy trays loaded with dishes. They are on their feet for long hours at a time. Even though waitresses get very tired, they must be friendly and pleasant to customers who sometimes demand too much service.

B-2 Waitress

Classifying **Tools**

Draw a circle around each tool used by waitresses at work. Put an X on those tools not used by waitresses at work.

Clockwise from menu: pliers, pitcher, plate, sponge, pad & pencil, salt & pepper, sugar, napkin holder, hammer, placemat, flatware.

COMMENTS:

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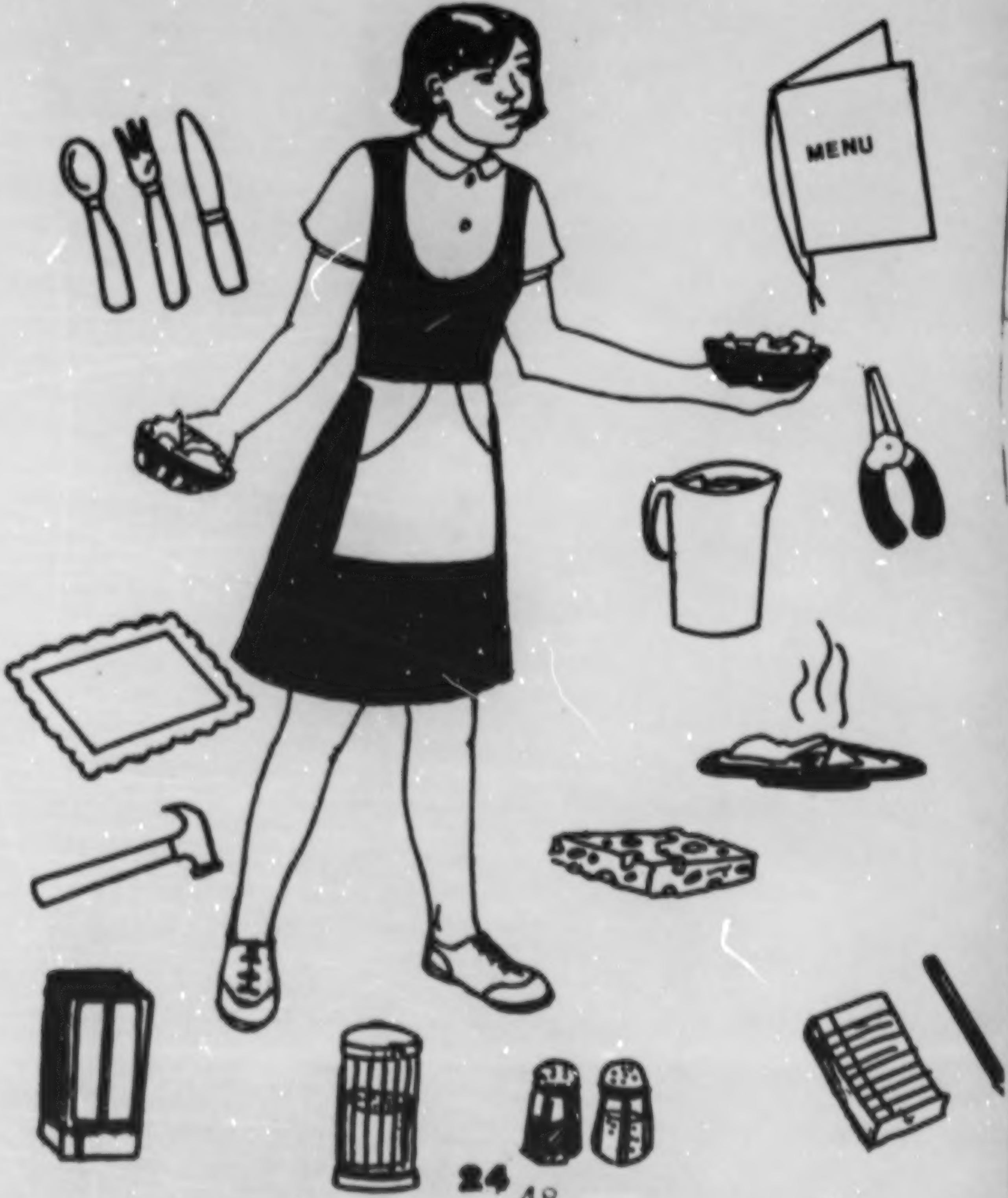
B-2 Waitress Classifying Tools

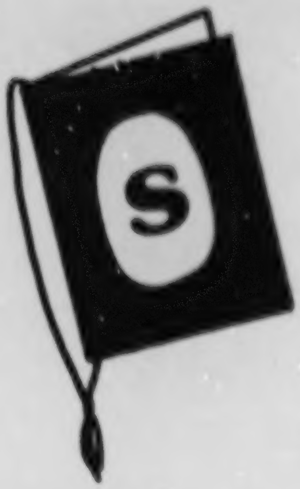
Draw a circle around each tool used by waitresses at work. Put an X on those tools not used by waitresses at work.

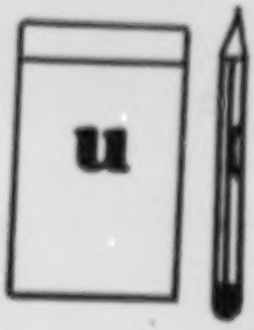


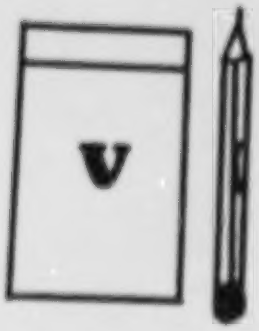
When customers go into a diner or a restaurant, the waitress gives the customers menus. When the customers have read the menus and decided what they wish to eat, the waitress writes the orders on an order pad. The menus on your page each have an upper case letter written on them. The order pads have lower case letters. Draw a line from each upper case letter to the lower case letter with the same name.

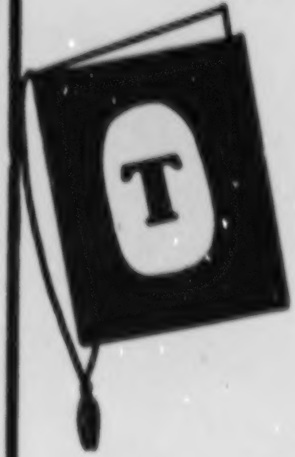
COMMENTS:

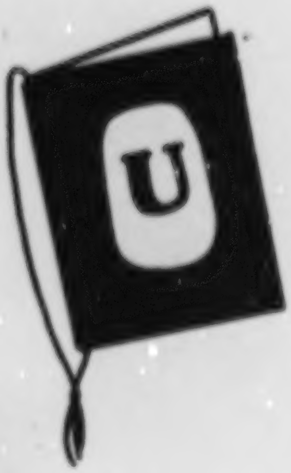
Draw a line from each upper case letter to the lower case letter having the same name.

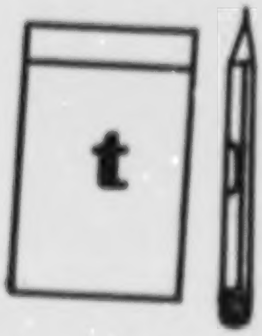


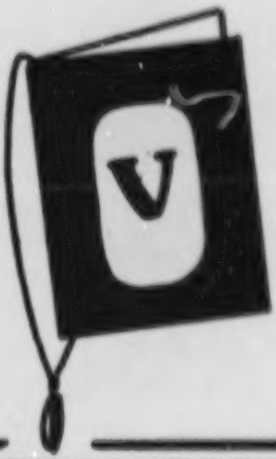


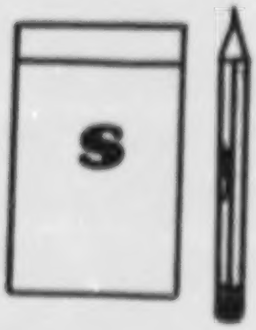












Waitresses use tools that are related to eating. In the boxes on your page are sets of waitresses' tools. In each box, one set of tools has less than the other set. The symbol for "less than" is $<$. The point always faces the set that is less. In each box on your page write the "less than" symbol in the circle between the sets, when the first set has "less than" the second set.

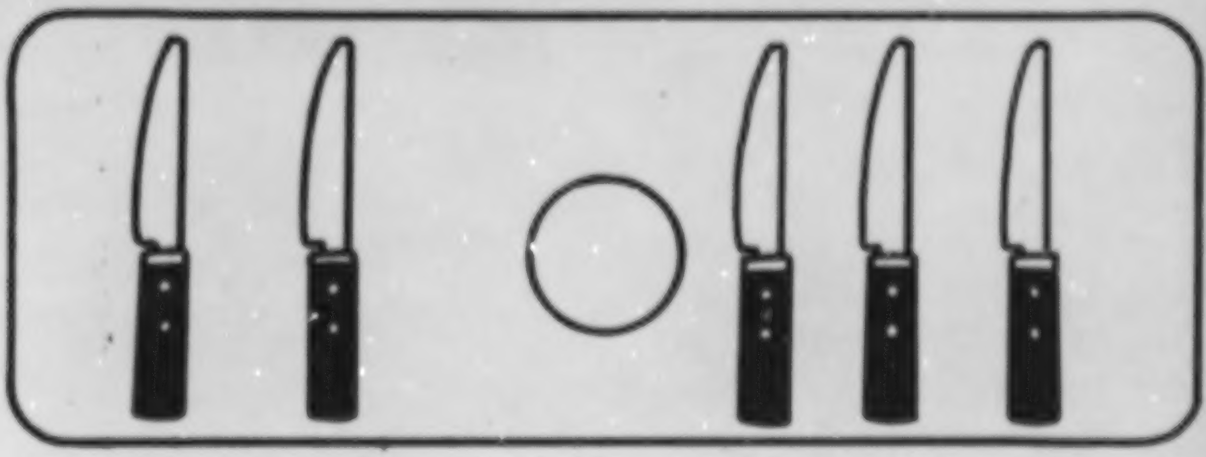
Look at the first box on your page. How many knives are in the first set? (2) How many knives are in the second set? (3). Is the first set of knives "less than" the second set? (yes) Write the "less than" symbol in the circle between the two sets.

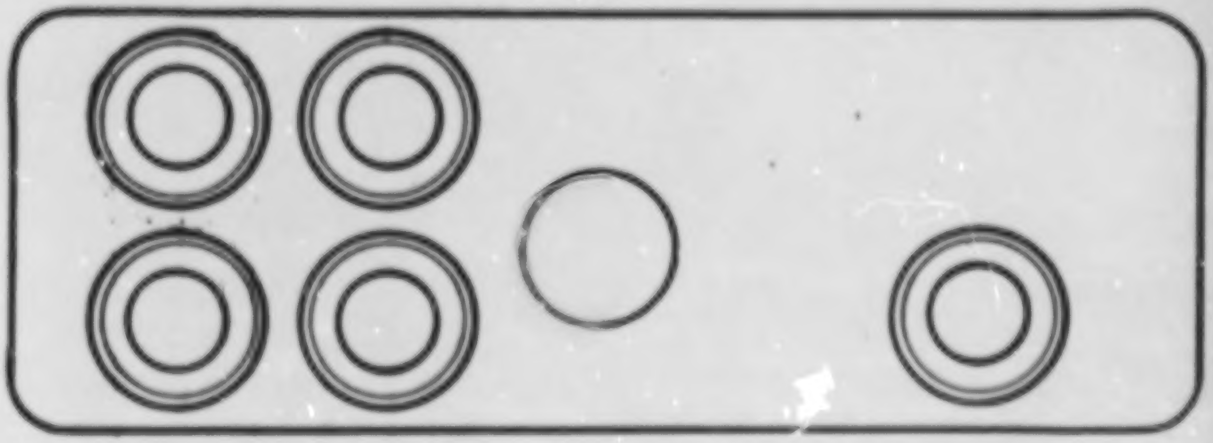
Now look at the second box on your page. How many plates are in the first set? (4) How many plates are in the second set? (1) Is the first set "less than" the second set? (no) Should we write the "less than" sign in the circle between th se sets? (no)

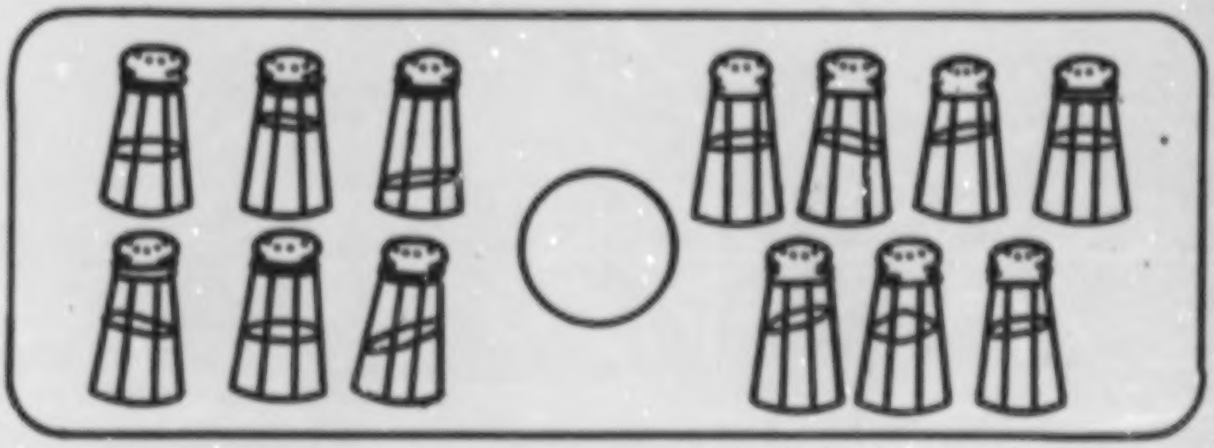
Continue in a similar manner for the remaining problems.

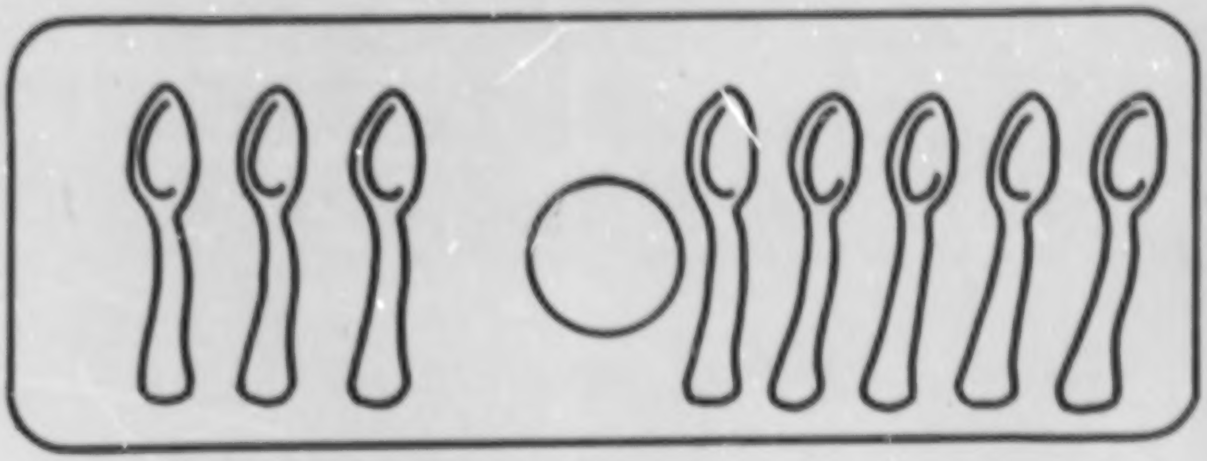
COMMENTS:

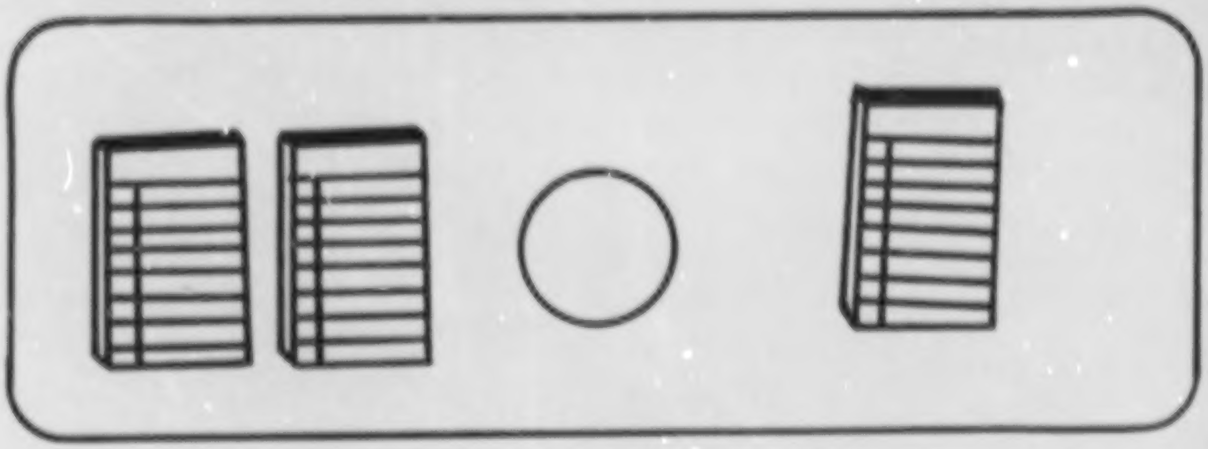
In the circle between the two sets write the "less than" symbol when the first set is "less than" the second set.











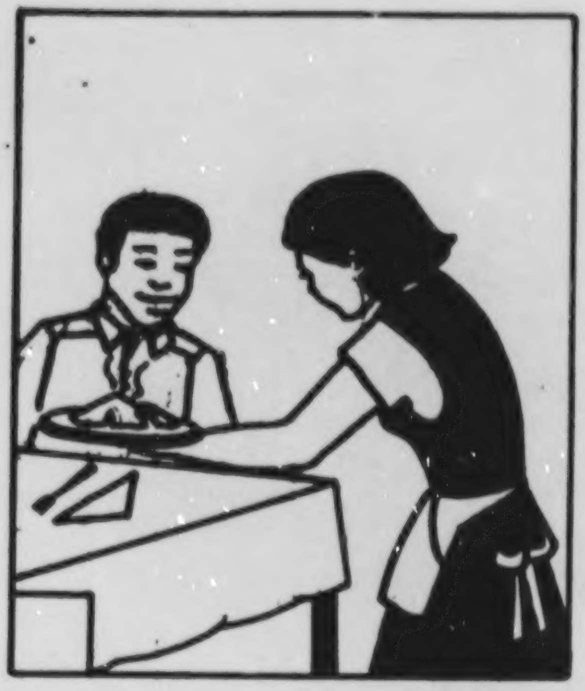
A waitress does many tasks in doing her job. She must learn to do things in a special order, so that all of her customers get good service. The pictures on your page show some of the tasks a waitress does, but the pictures are out of order. Put the pictures in order by writing a number in the corner square of each picture. Write the number one in the picture which should come first; two in the picture which should come second, and so on.

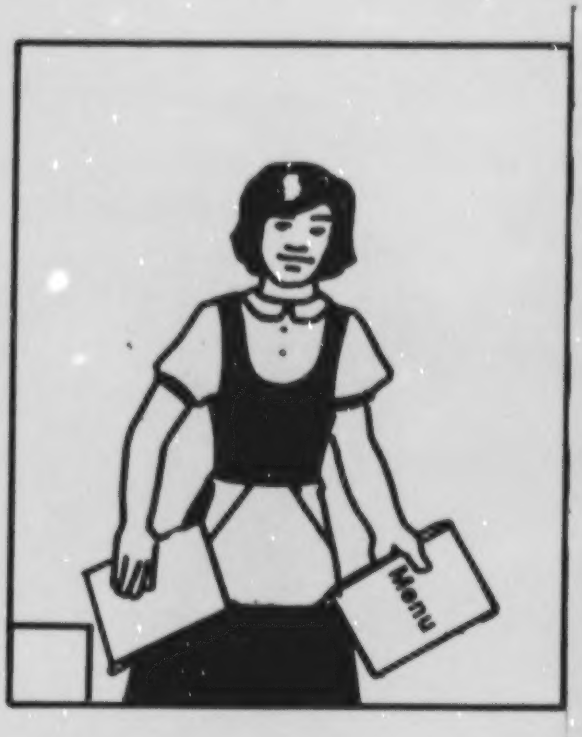
COMMENTS:

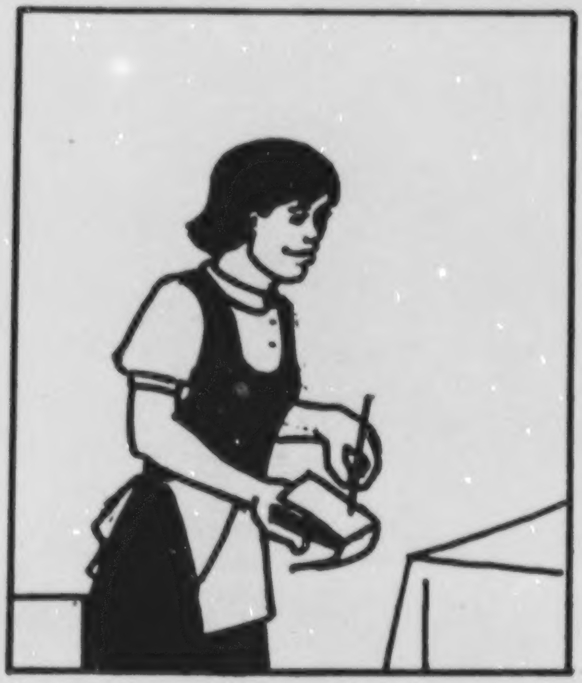
B-2 Waitress

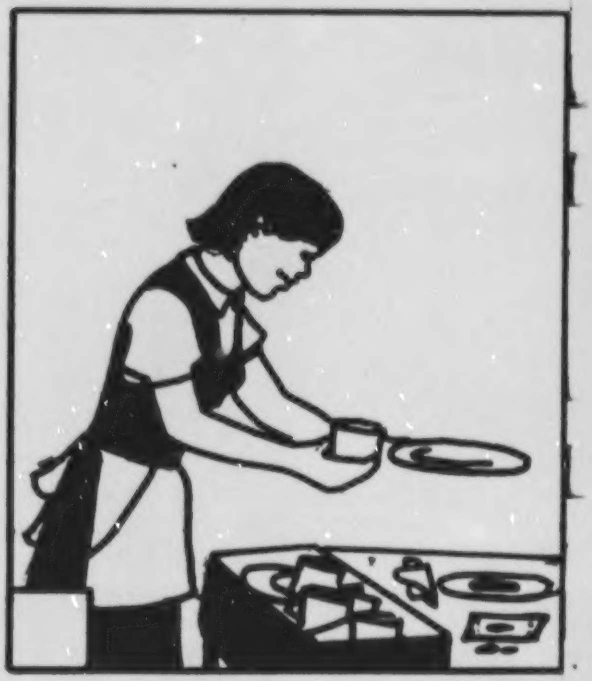
Sequence

Put the pictures in order by writing the numbers 1 through 8 in the corner squares of the pictures.









B-2 Gas Station Attendant

Gas station attendants work in gas stations. When a customer needs gas, he drives into the gas station and tells the attendant how much gas he needs. The attendant then turns the gas pump on, puts the nozzle of the hose into the car's gas tank, and pumps the proper amount of gas into the car's tank. He collects the money from the customer and rings it up on the cash register inside the gas station. When the drawer of the cash register opens, the attendant puts the money in the drawer and takes out change, if the customer paid too much. He takes the change out to the customer. Sometimes customers use credit cards to pay for gas. The attendant then writes the amount of the gas sold on the credit form and uses a credit card machine to record the sale. He keeps one copy of the credit form for himself, and gives a copy to the customer.

Gas station attendants will do other services for customers also. They use squeegees and paper towels to wash car windows. They use special spouts or oil cans to replace the oil used by the cars. If cars' tires need more air, the gas station attendants use hoses from air pumps to add air to tires.

Some gas station attendants only take care of customers who come into the gas station for gas, oil, or air in their tires. Other gas station attendants may do some mechanic's work. They may use jacks to lift cars so the tires can be changed. They may use wrenches or screwdrivers to adjust the engines of cars or replace windshield wipers, fuses, or light bulbs.

In larger gas stations, the owner hires a gas station attendant to pump gas and do minor service jobs, so the more highly trained mechanics can use their time to do more complicated repairs on cars. Some gas stations sell gas, but don't do repairs on cars, so these gas stations hire only gas station attendants.

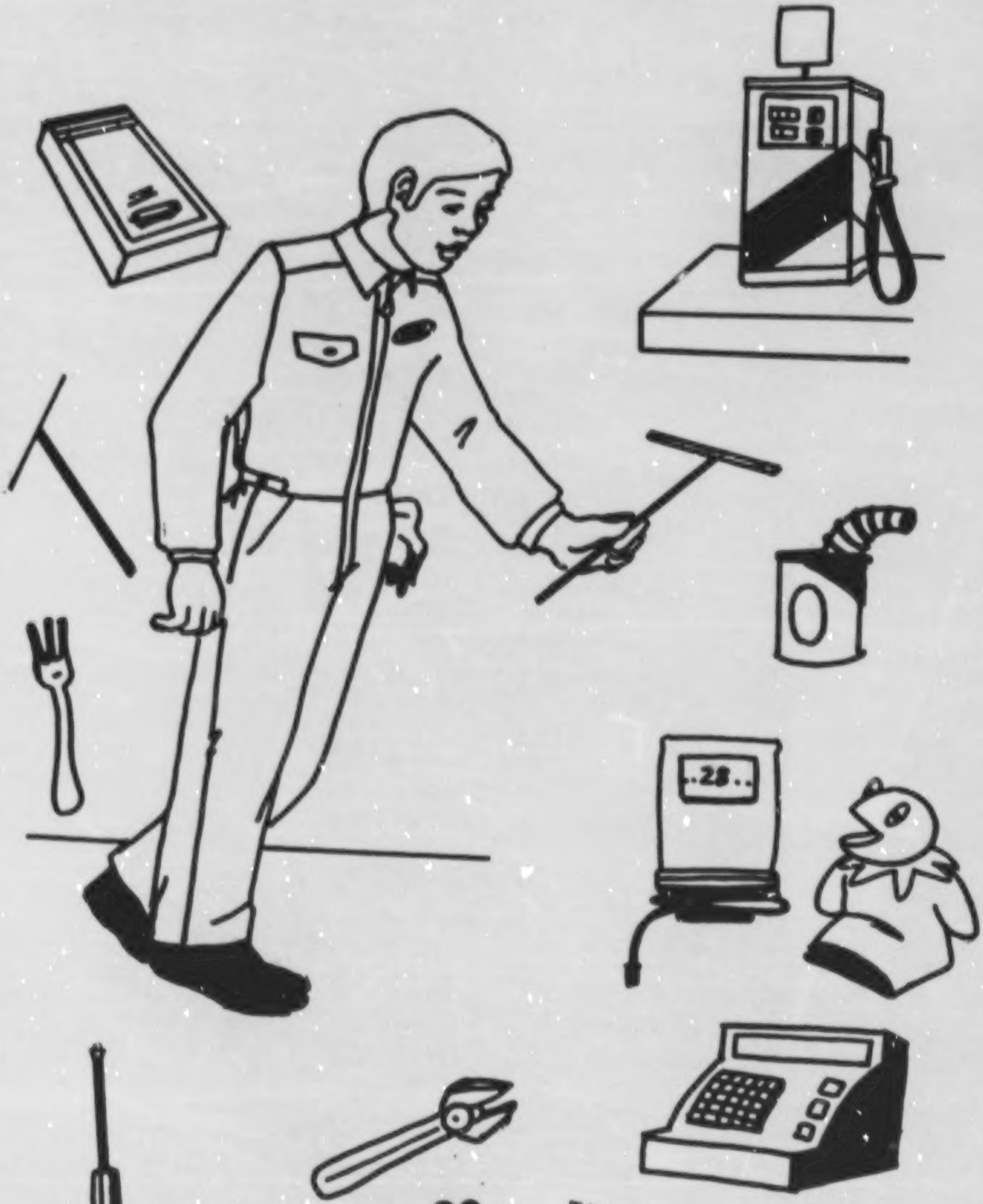
B-2 Gas Station Attendant — Classifying Tools

Draw a circle around each tool used by gas station attendants at work. Put an X on those tools not used by gas station attendants at work.

Clockwise from gas pump: oil can, spout, air pump, puppet, cash register, wrench, screwdriver, fork, squeegee, credit card machine

COMMENTS:

Draw a circle around each tool used by gas station attendants at work. Put an X on those tools not used by gas station attendants at work.



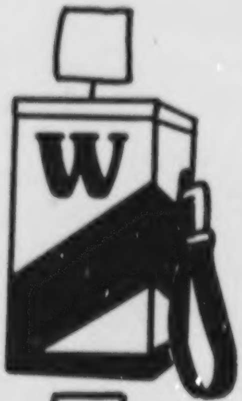
B-2 Gas Station Attendant

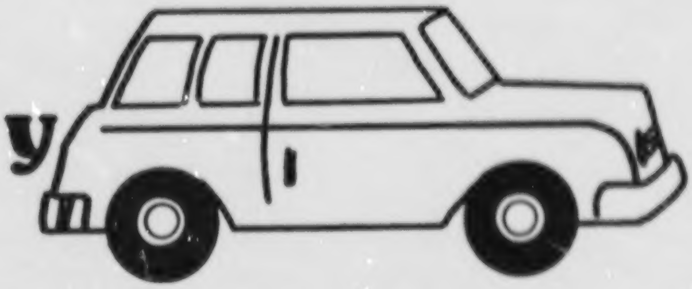
Alphabet

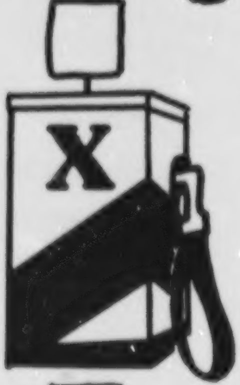
Gas station attendants fill cars with gasoline from a gas pump. Each gas pump on your page has an upper case letter written on it. Each car has a lower case letter. Draw a line from each upper case letter to the lower case letter having the same name.

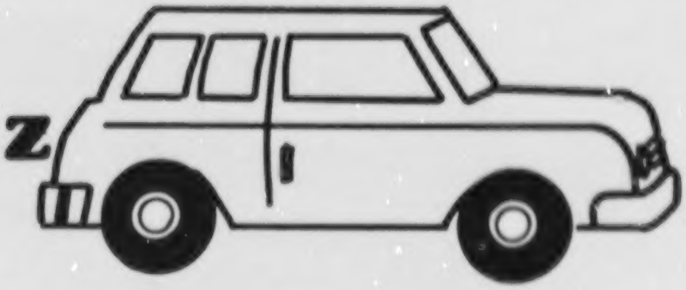
COMMENTS:

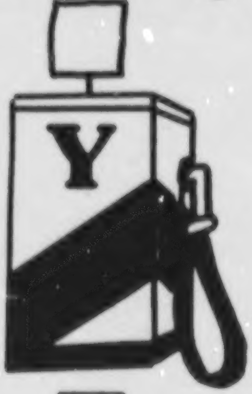
Draw a line from each upper case letter to the lower case letter that has the same name.

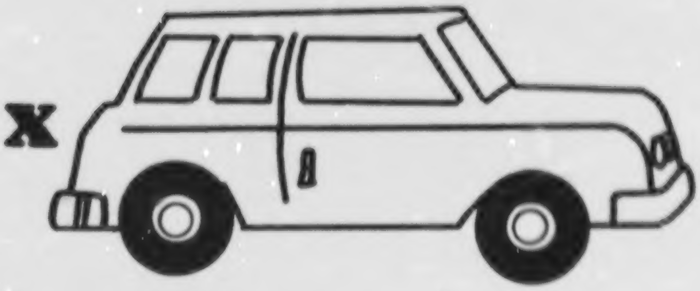


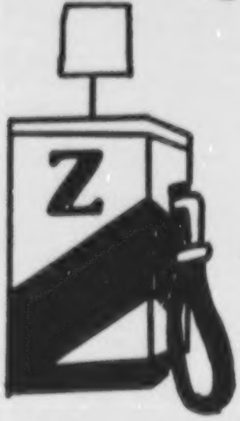


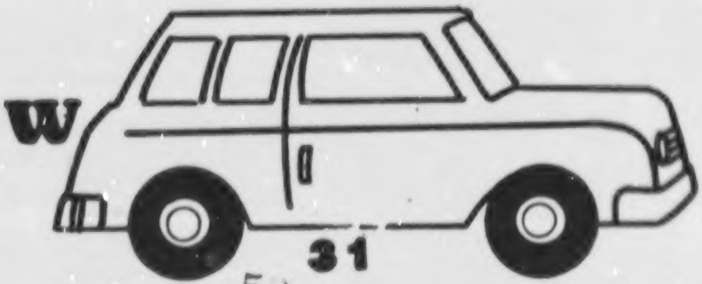




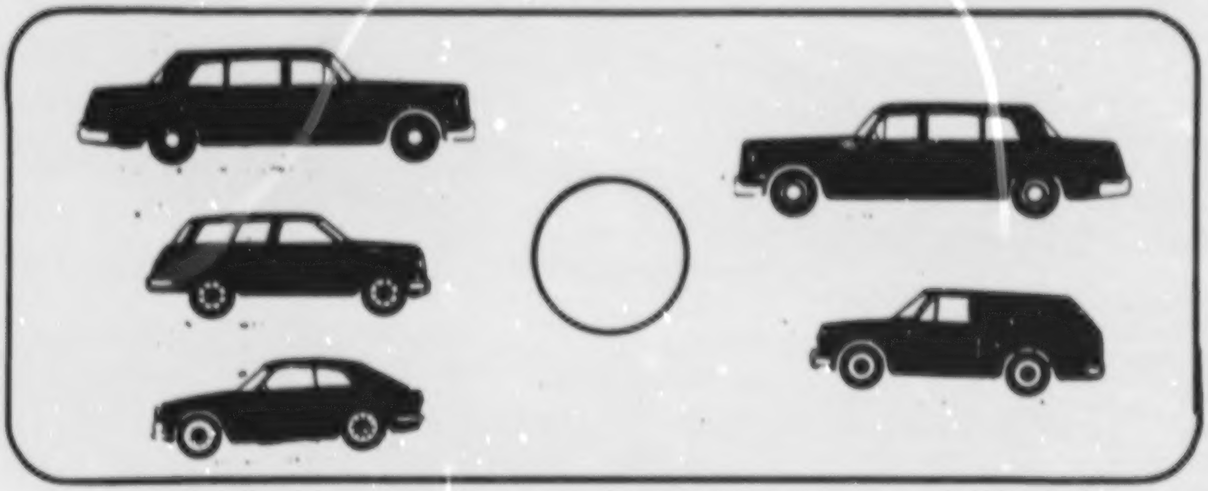


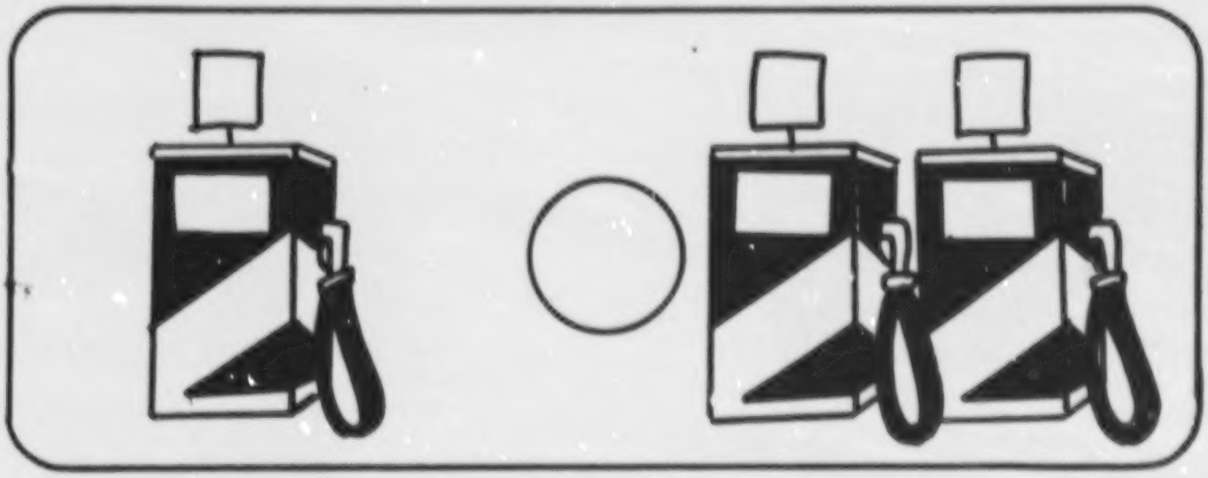


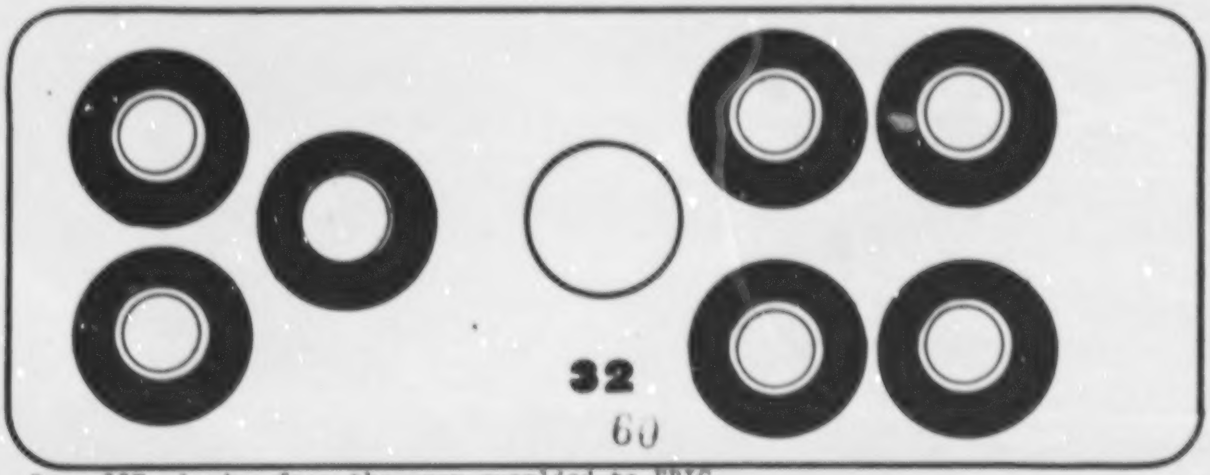




Write the greater than and less than symbols in the circles between the sets to make true number sentences.







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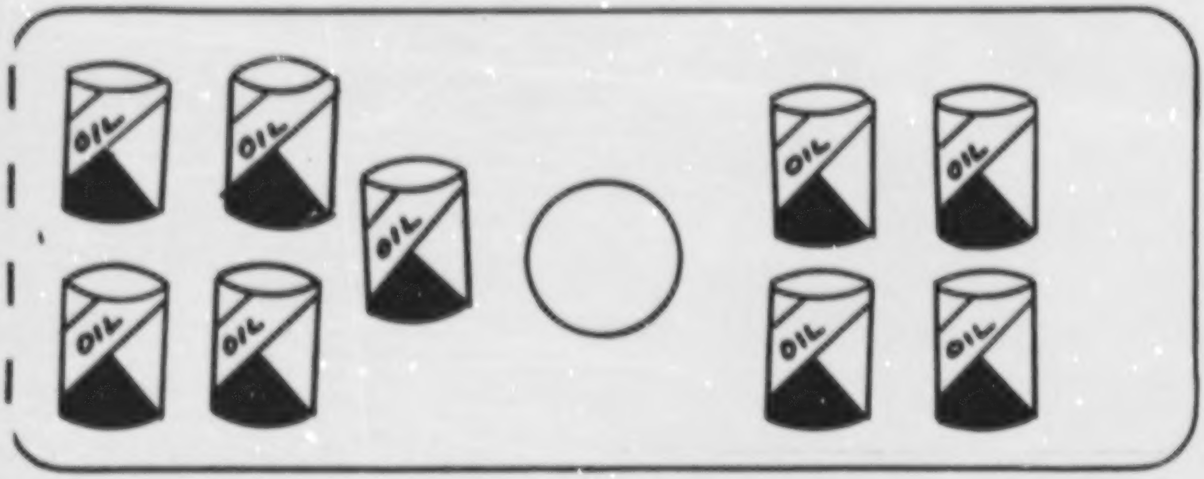
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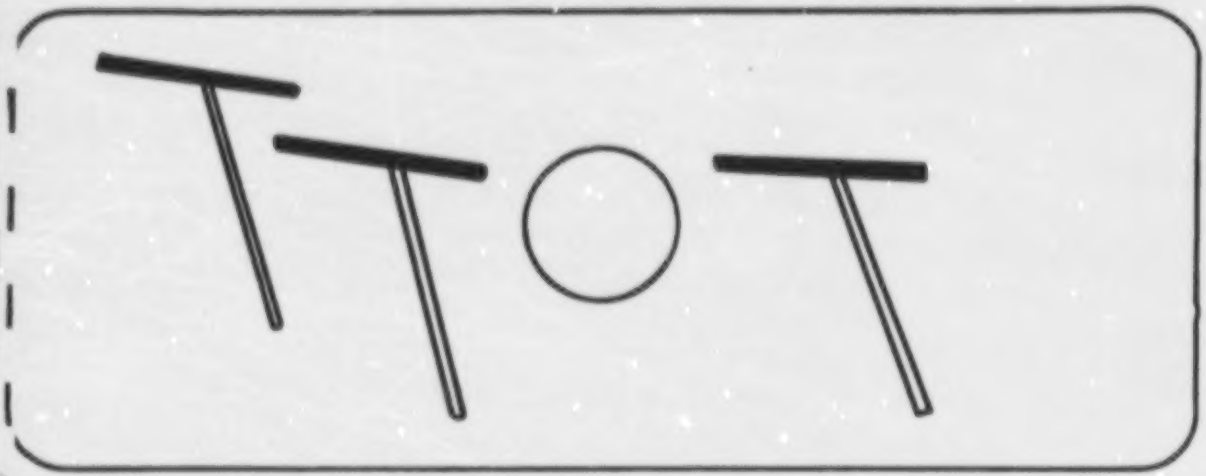
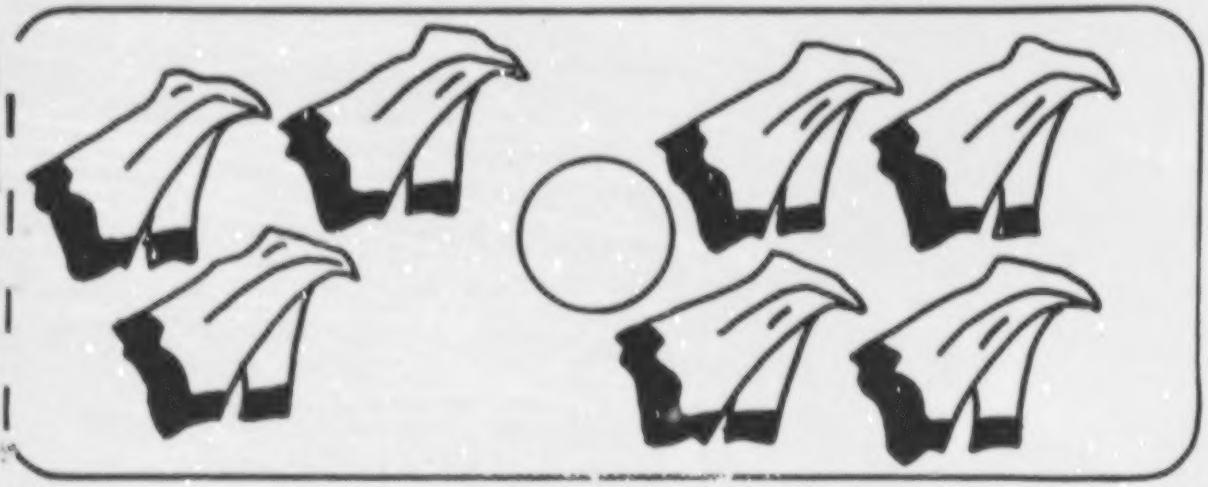




Main Idea/Detail
Fact/Fantasy

B-2 Gas Station Attendant

The gas station attendant does several jobs at the gas station. Some of the pictures on your page show some of those jobs. Other pictures show jobs the gas station attendant does not do.

Look at each picture. If the picture shows a job the gas station attendant does, write T for True in the corner square of the picture. If the picture shows something a gas station attendant does not do, write F for False in the corner square.

Look at the first picture. What does it show? (pumping gas into car) Is this something the gas station attendant does at work? (yes) Write T in the corner box of this picture, because the picture is true.

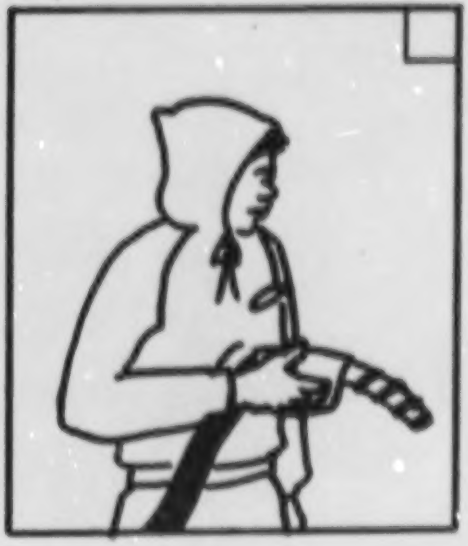
Now look at the second picture on your page. What does this show? (gas station attendant holding horse) Is this something the gas station attendant does at work? (no) Write F in the corner box because this picture is false.

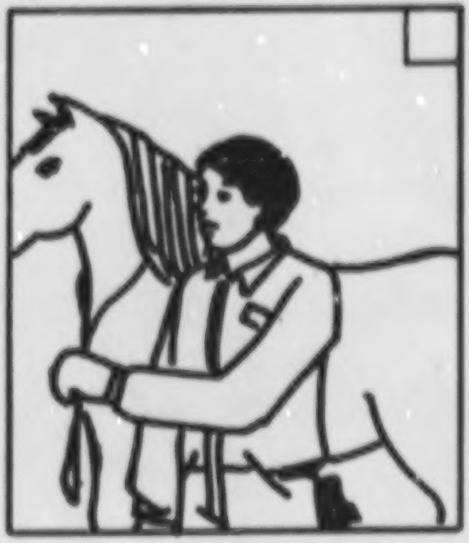
Continue in a similar manner.

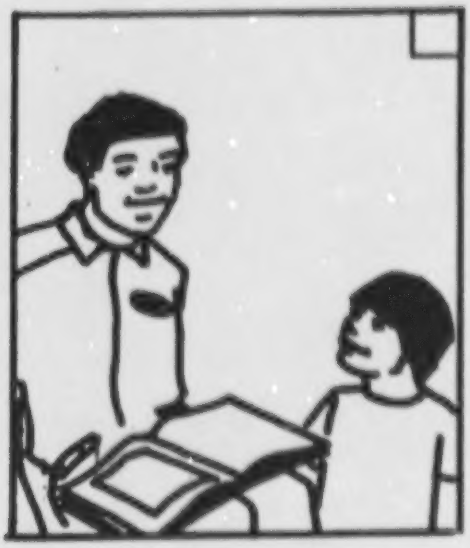
COMMENTS:

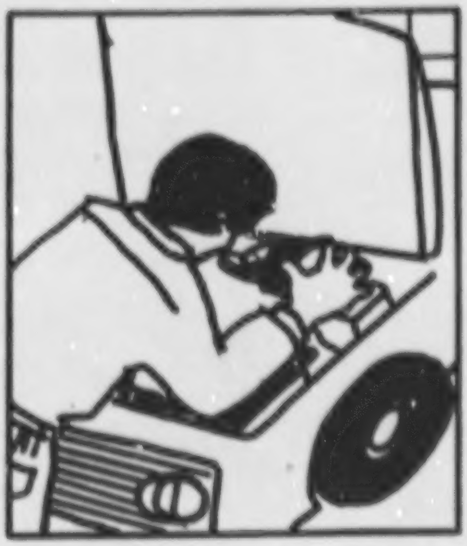
34T

Write T in the corner boxes of true pictures; F in the corner boxes of false pictures.









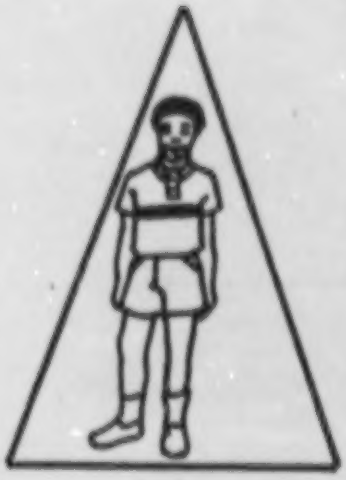
B-2 Personal Service Cluster Review

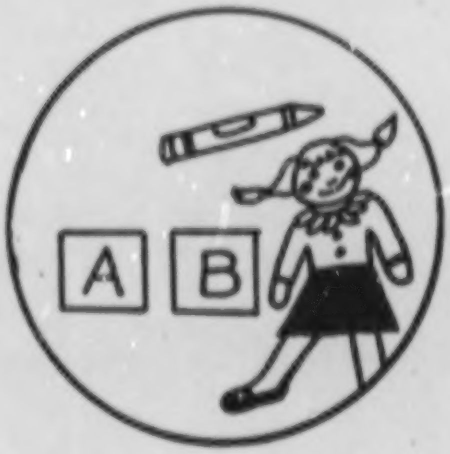
Each of the workers from the personal service cluster is shown on the next two pages of your log. Draw a line from each worker to the circle that has the tools he works with. Draw another line from the tools to the place where that worker works.

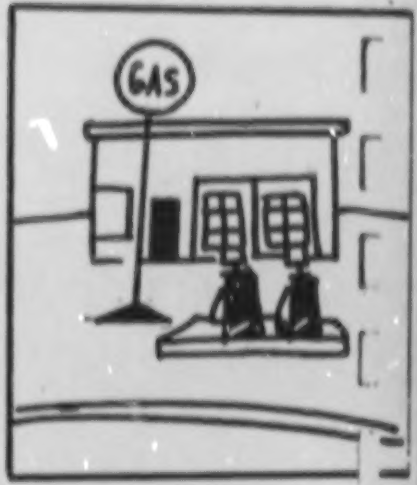
COMMENTS:

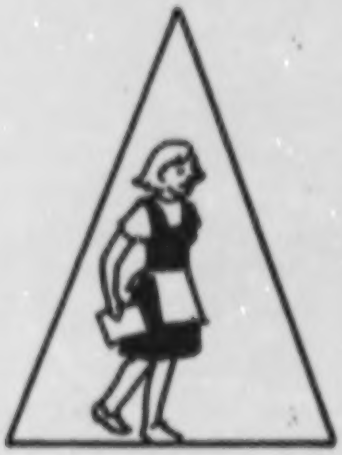
B-2 Personal Service Cluster Review

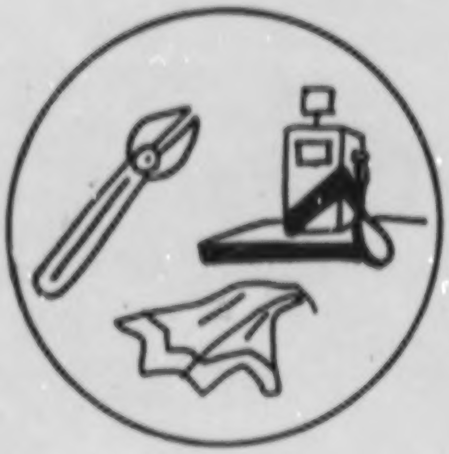
Draw a line from each worker to his tools. Then draw a line from the tools to the place where that worker works.

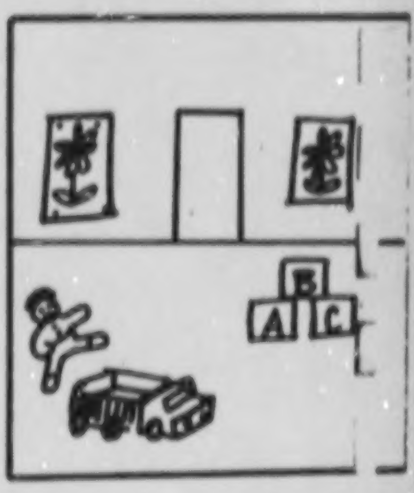


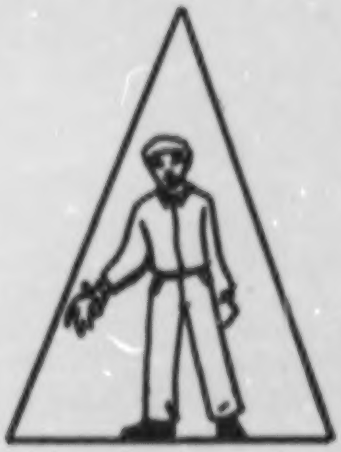


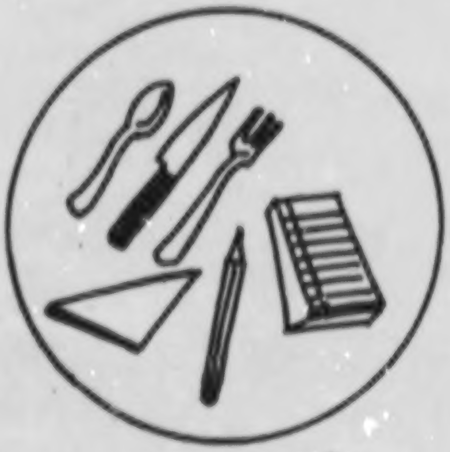


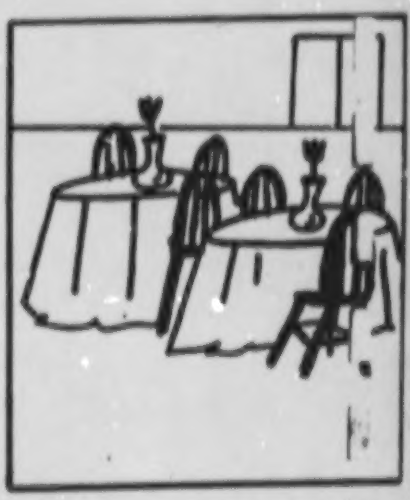


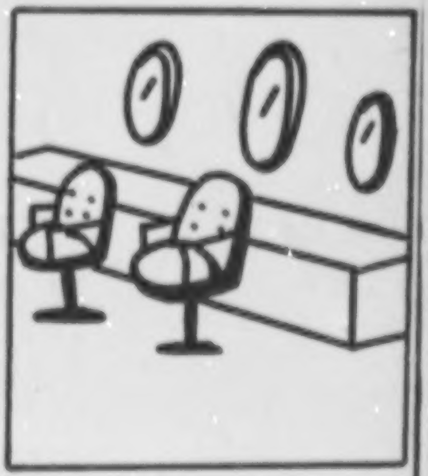












B-2 Ambulance Driver/Attendant

Ambulance drivers drive sick or injured people to the hospital. They have to be excellent drivers, capable of staying calm in emergencies.

When there is an accident or someone has been injured, the ambulance dispatcher is called. Dispatchers work in an office with a radio. They can talk directly with police departments, patrol cars and ambulances. When the dispatcher receives a phone call from someone needing an amublance, he can contact the ambulance drivers and attendants. Ambulance drivers or attendants carry a small radio-like pager or beeper which attaches to their belts. The dispatcher can send a radio signal which makes the pager beep. Drivers know that when their pagers beep, they must go to work.

Ambulance drivers and attendants use first aid to treat accident victims. They know how to stop cuts that are bleeding, set broken bones and how to move victims without hurting them more. They place the victims on carts with wheels. These carts or gurneys have legs that fold together so that they can be put inside ambulances. When patients are inside ambulances, an attendant stays in the back of the ambulance to care for the patient. The driver drives the patient to the hospital as quickly and as safely as possible. He uses a siren and special lights to let other traffic know that he needs to hurry.

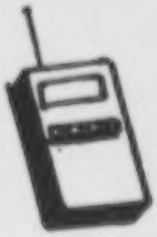
B-2 Ambulance Driver/Attendant — Classifying Tools

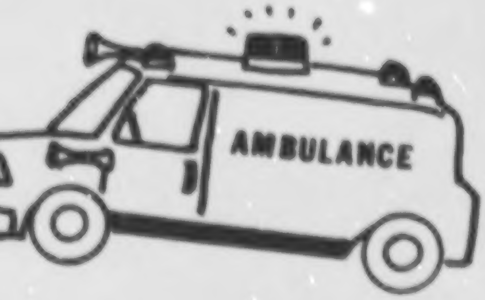
Draw a circle around each tool that is used by ambulance drivers and attendants at work. Put an X on those tools not used by ambulance drivers and attendants.

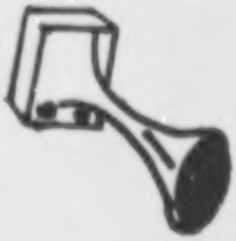
Clockwise from ambulance: stretcher or gurney, light, canoe, letters, siren, pager.

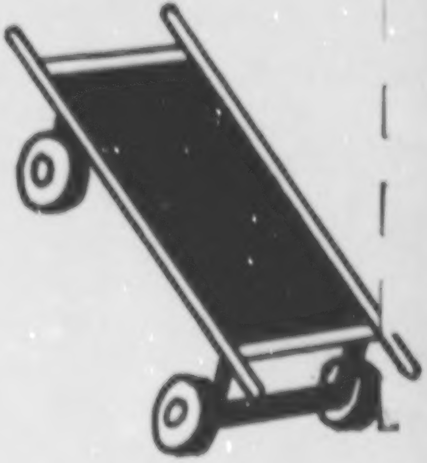
COMMENTS:

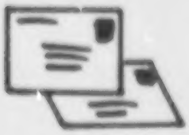
Draw a circle around each tool that is used by ambulance drivers and attendants at work. Put an X on the tools not used by ambulance drivers and attendants.

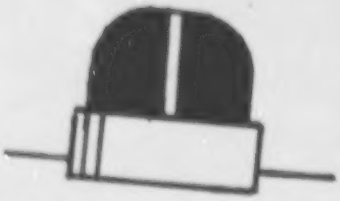


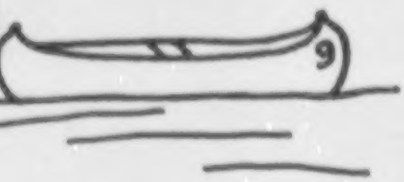










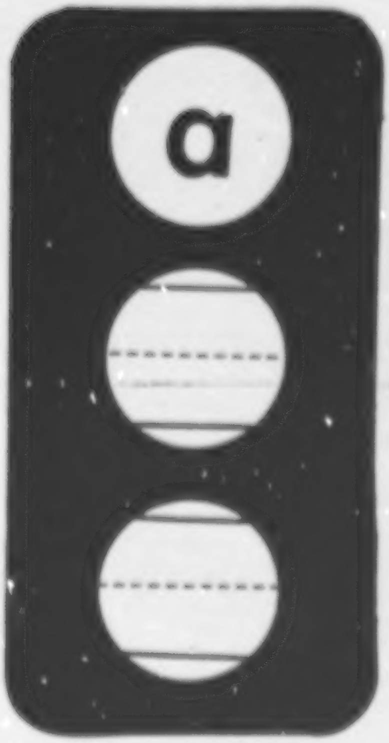


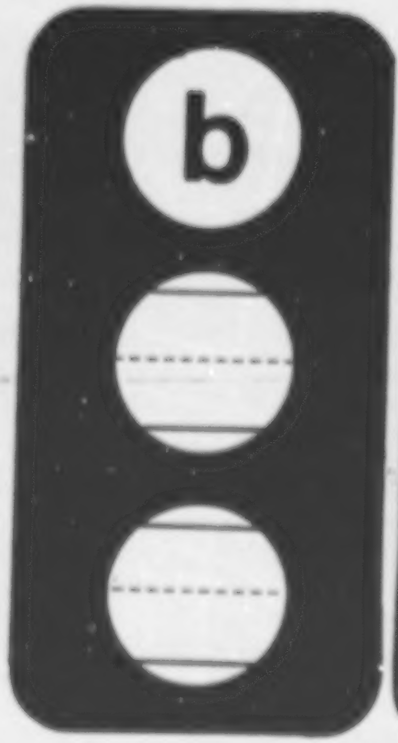
Although ambulance drivers must drive quickly, they have to obey traffic laws to avoid having accidents. They have to be very carefu about traffic lights, so they don't cause accidents.

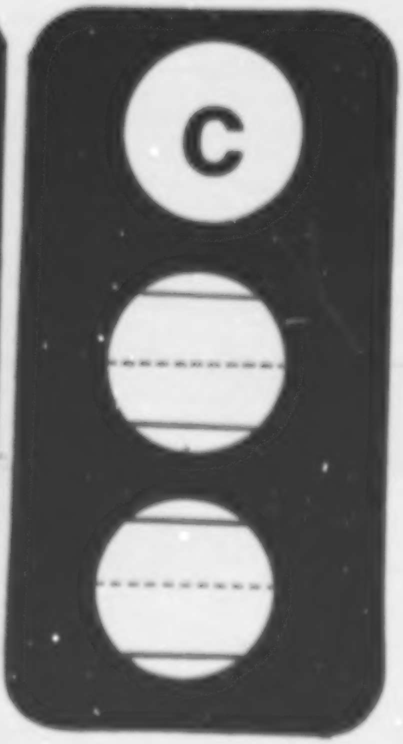
Each of the traffic lights on your page has a lower case letter written where the red light should be. Practice writing the upper case form of the letter on the yellow and green lights of the same traffic signal.

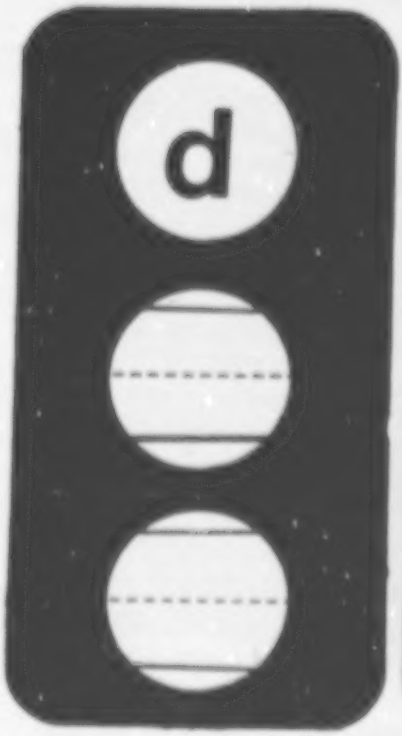
COMMENTS:

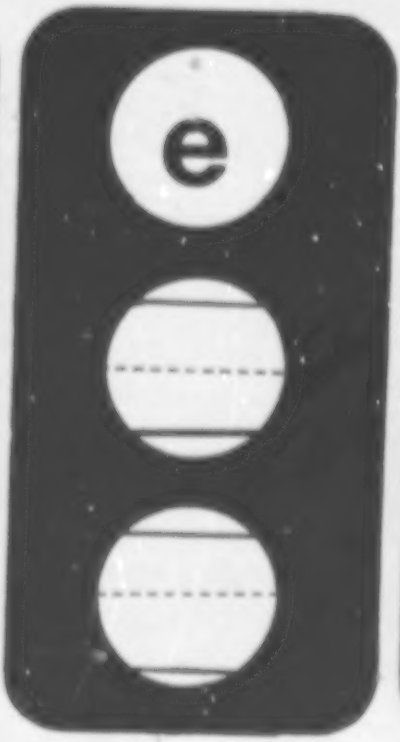
On the lines of the traffic light print the upper case form of the letter shown on each traffic light.

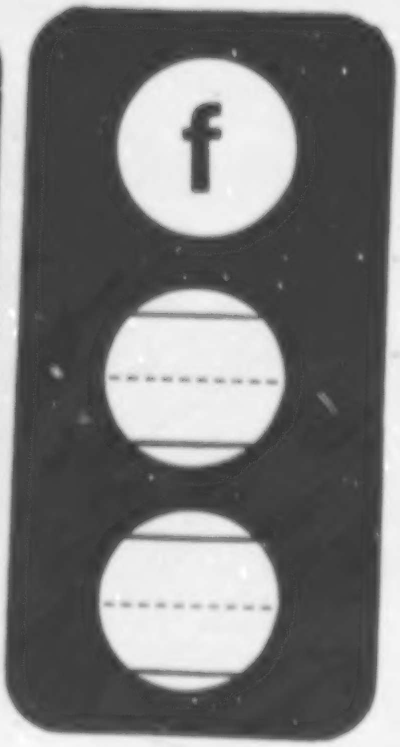












B-2 Ambulance Driver/Attendant Fact/Fantasy

The pictures on your page show pictures of jobs that ambulance drivers and attendants do. Some of the pictures show things ambulance attendants and drivers do not do. Put an X on each picture about ambulance drivers and attendants which is not true.

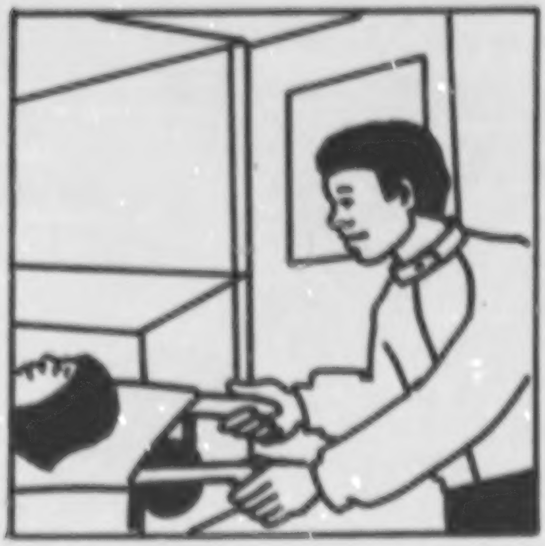
COMMENTS:

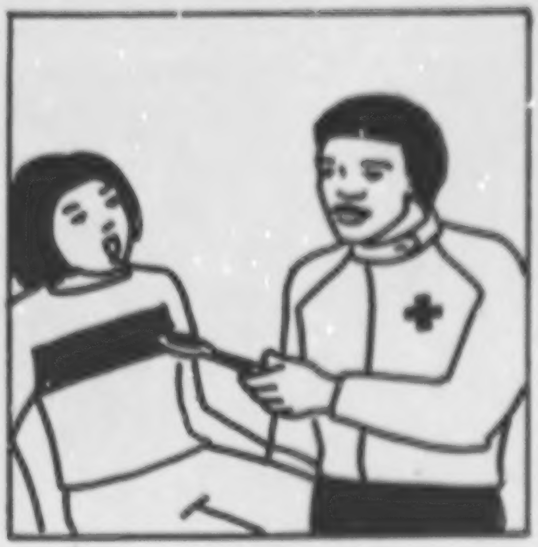
B-2 Ambulance Driver/Attendant

Fact/Fantasy

Put an X on each picture which shows something that is not true about ambulance drivers and attendants.

1





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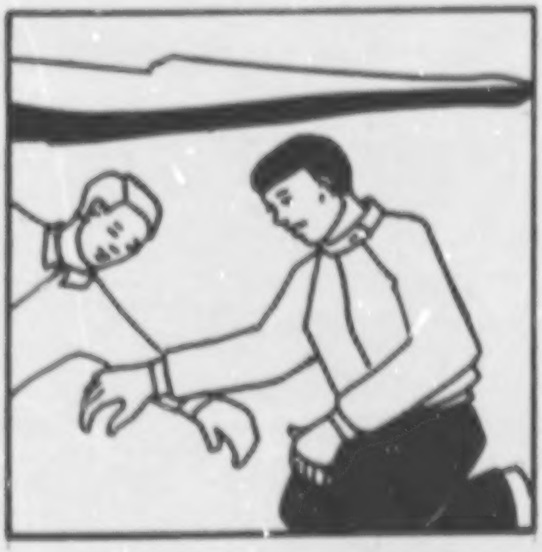

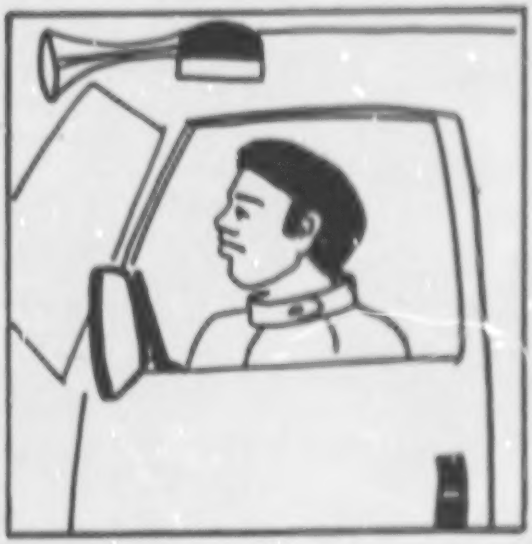

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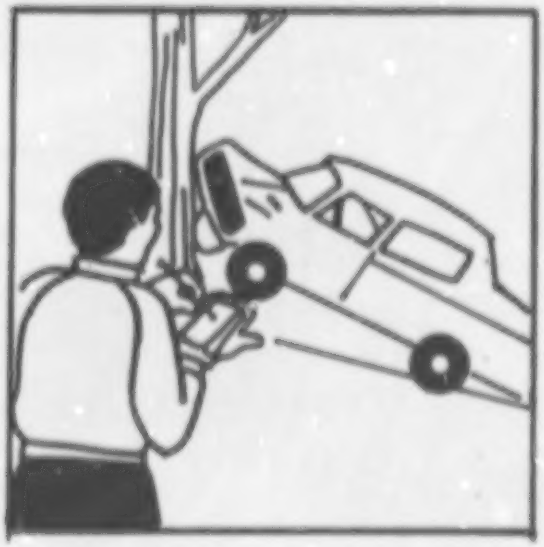
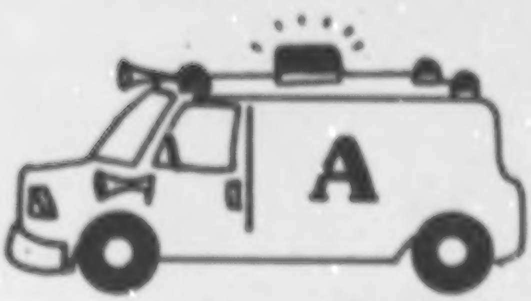


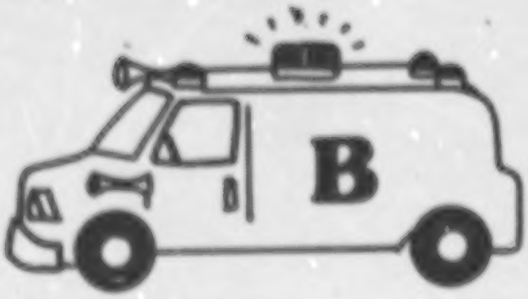
Ambulance drivers must drive quickly and safely. They know the quickest routes to the hospitals in their areas. When they have an emergency call, the ambulance drivers turn on the ambulances' sirens to let other cars and trucks know they are coming. The other traffic must pull to the side of the road or street to let the ambulance driver go by.

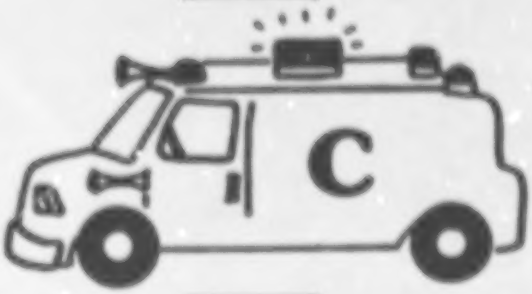
Each ambulance on your page has an upper case letter written on it. On the line next to each ambulance, practice writing the lower case form of that letter.

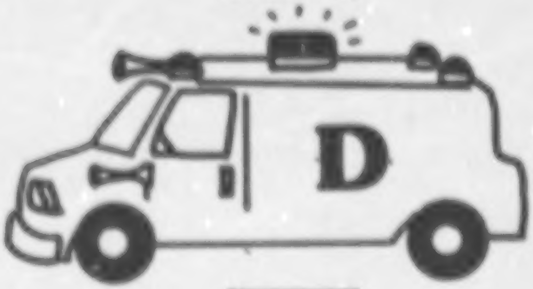
COMMENTS:

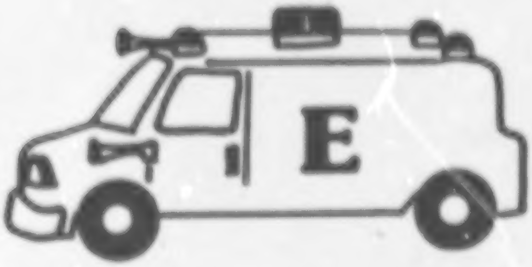
On the line by each ambulance print the lower case form of the letter on that ambulance.

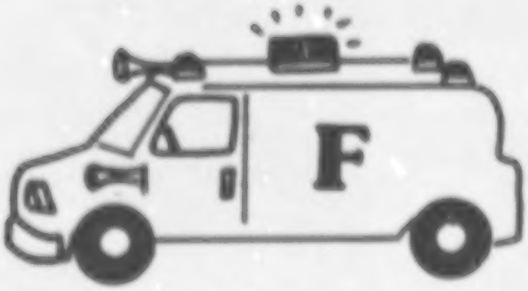












B-2 Dietician

Dieticians are workers who plan meals for large groups of people. Dieticians work in hospitals, school cafeterias, and other places where large numbers of people must be fed.

Dieticians plan balanced, nutritious meals for large groups of people. They include foods from the four basic food groups of meat/poultry, dairy products, fruits/vegetables, and grains. It is important for people to eat a variety of foods from each of the groups every day. Eating the proper foods helps people stay healthy.

In order to have properly balanced meals, the dietician does many jobs. She keeps track of what foods are on hand and orders the foods she needs. Dieticians buy food from food wholesalers, whose products cost less. Because dieticians order lots of foods, they pay lower prices. Dieticians plan menus in advance, so they know what to order. They use cookbooks or recipe books to help them plan meals. They make meals more interesting by trying new recipes.

Dieticians supervise cooks and kitchen helpers to see that the food is prepared properly. Overcooking or undercooking the food can make it inedible. They also make sure that the kitchen, the appliances, and the cooking utensils are kept clean. Dieticians order appliances and utensils to keep the kitchen operating smoothly.

B-2 Dietician — Classifying Tools

Draw a circle around each tool that is used by dieticians at work. Put an X on each tool that is not used by dieticians.

Clockwise from cookbook: cooking pot/ladle, bow/arrow, flatware, stethoscope, bread, carrot, cheese, meat, apple, menu.

COMMENTS:

B-2 Dietician Classifying Tools

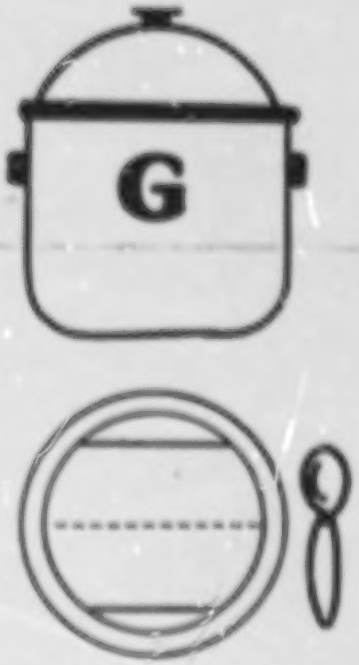
Draw a circle around each tool that is used by a dietician. Put an X on those tools not used by dieticians at work.

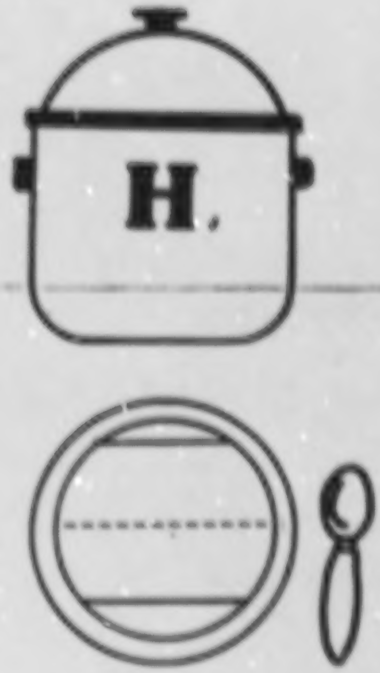
Dieticians plan healthy meals for places like schools and hospitals which serve meals to large groups of people. Many dieticians are also in charge of ordering equipment for the kitchen. They order pots, pans, mixers, blenders and large serving spoons.

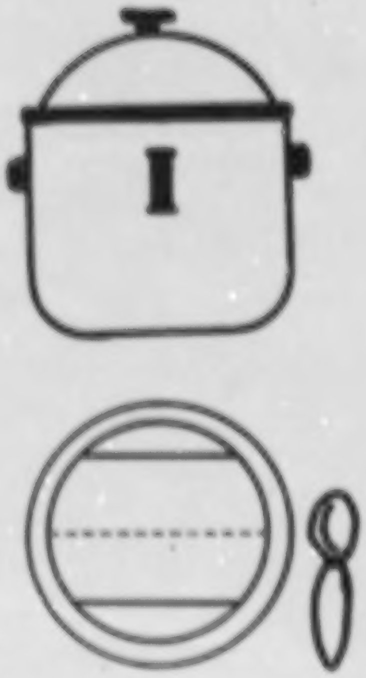
Each of the cooking pots on your page has an upper case letter printed on it. On the line near each pot print the lower case form of the letter.

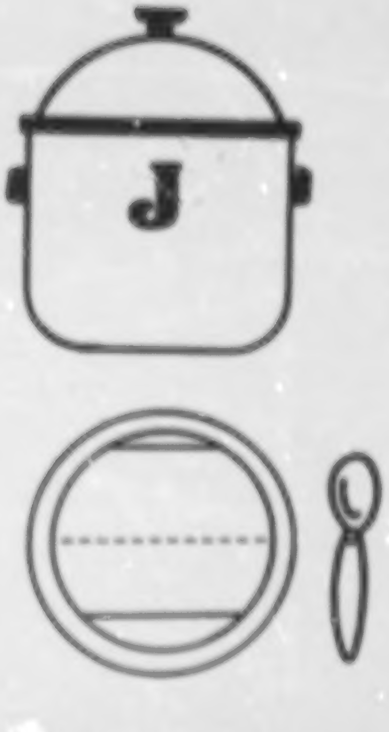
COMMENTS:

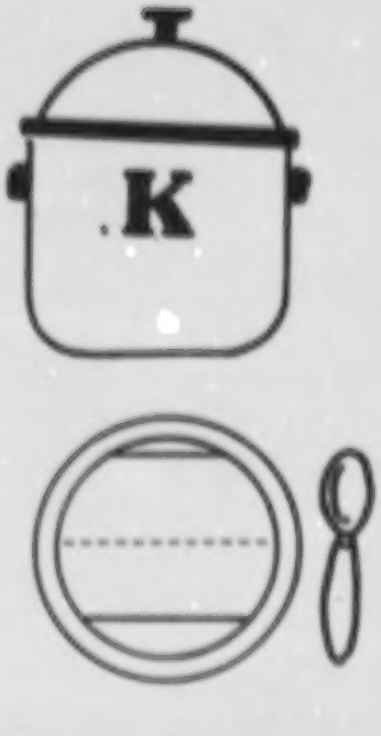
On the line near each pot, print the lower case form of the letter on that pot.











The pictures on your page show a dietician at work. I will read the titles of the pictures. Print the number of each title in the corner square of the picture that title tells about.

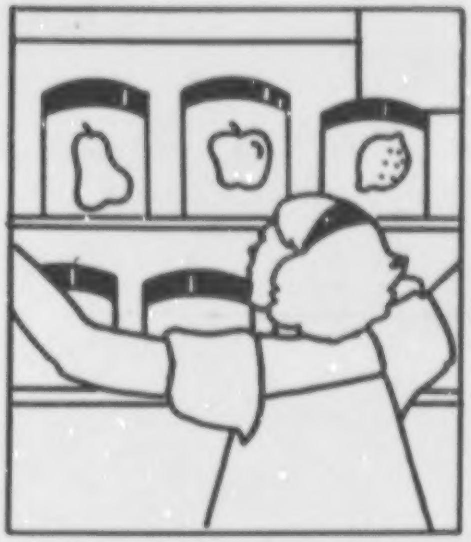
Listen to the first title: The dietician writes a menu of meals for the week. Which picture shows this? (dietician sitting at desk) Put number 1 in the corner square of that picture.

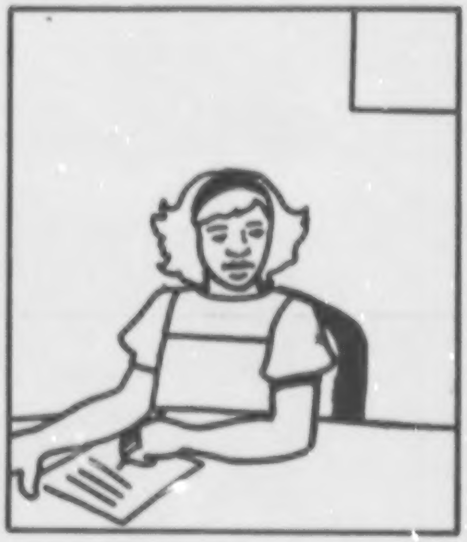
Continue in the same manner for the following titles:

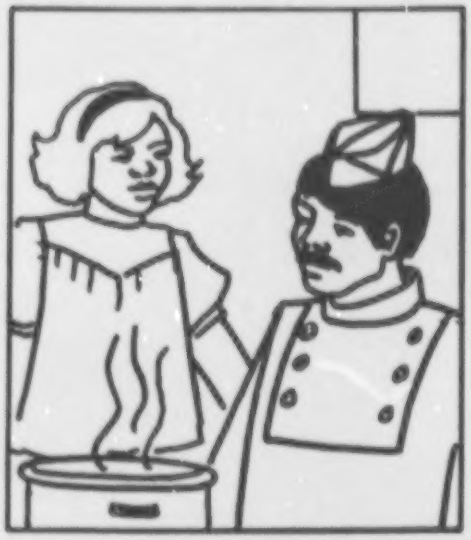
2. The dietician keeps track of how much food is on hand.
3. The dietician uses a phone to order food that is nutritious and inexpensive from a food wholesaler.
4. The dietician supervises the kitchen helpers.

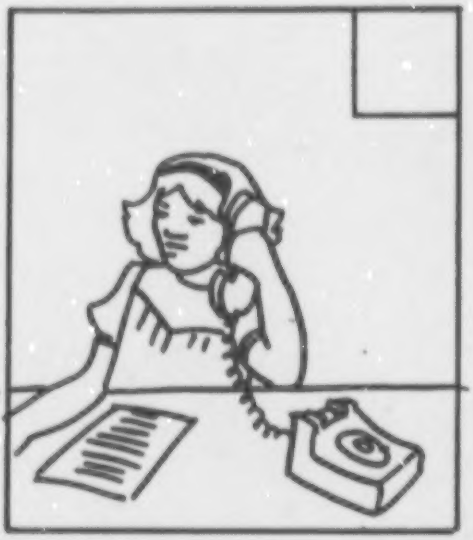
COMMENTS:

Listen to the titles and write the number of each title in the corner square of the picture that matches the title.









B-2 Dietician

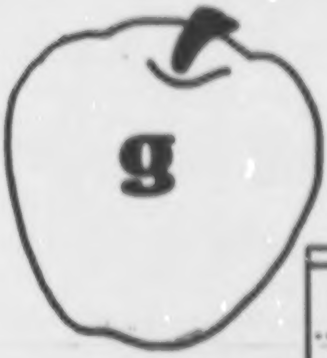
Alphabet/Printing

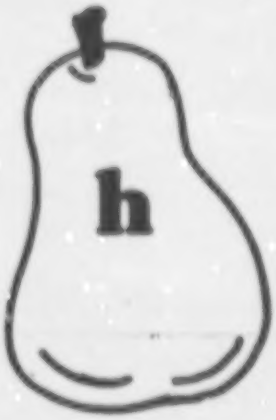
The dietician plans menus by using different kinds of foods. This makes meals healthier to eat.

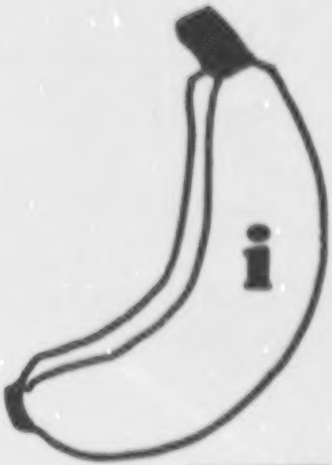
The foods on your page are different kinds of fruits. Each of the fruits has a different lower case letter written on it. On the line near each fruit, print the upper case form of the letter on that fruit.

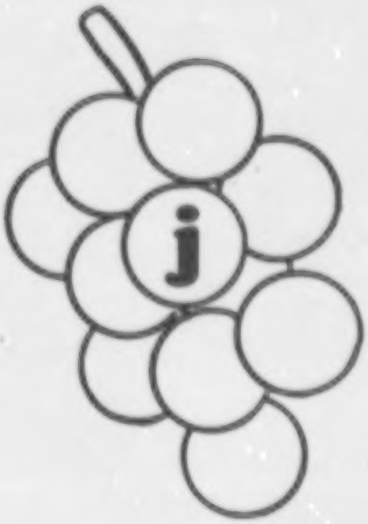
COMMENTS:

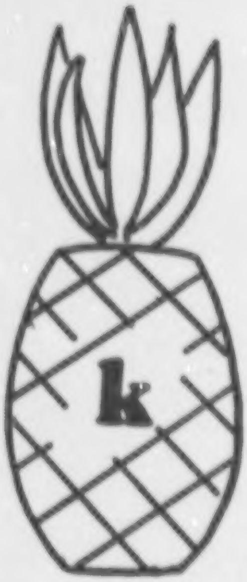
On the line near each fruit print the upper case form of the letter shown on that fruit.









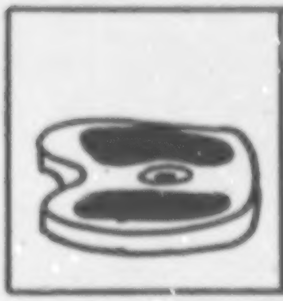
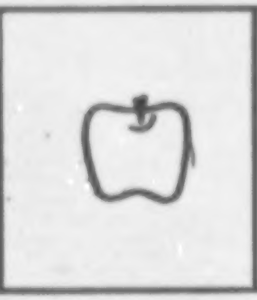
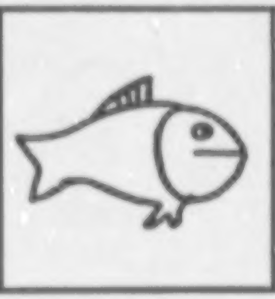
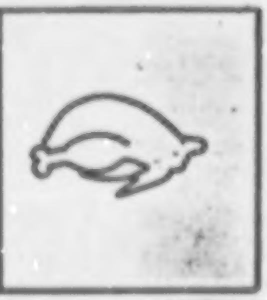


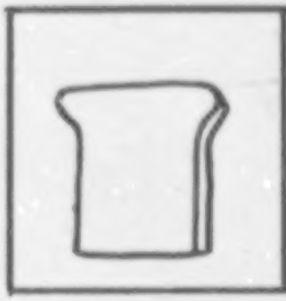
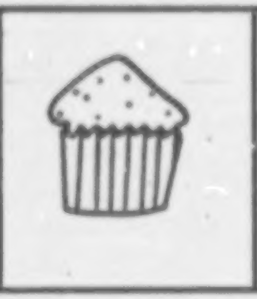
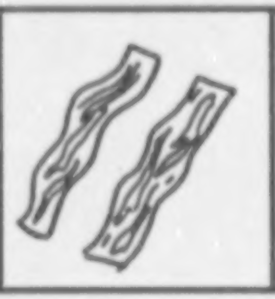
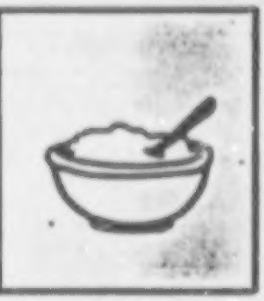
Dieticians choose foods from the four basic food groups. They use some foods from each group at each meal.

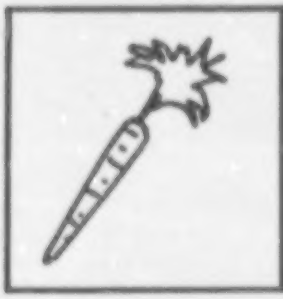
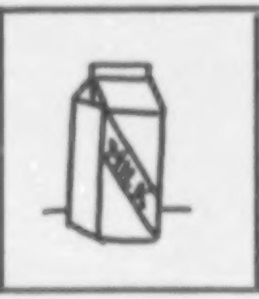
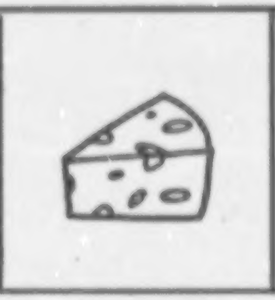
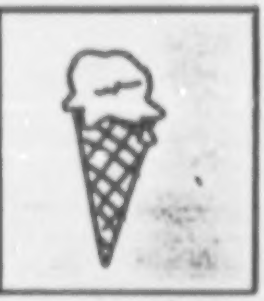
Each row of pictures on your page has three pictures of foods belonging in one food group. One picture does not belong in that group. In each row, put an X on the picture that does not belong.

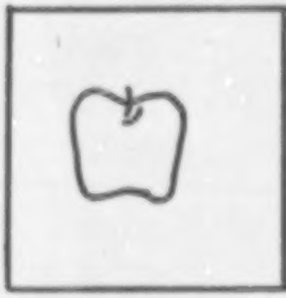
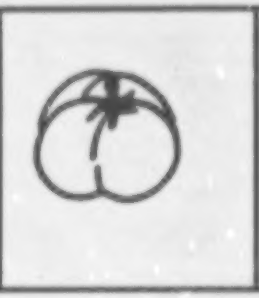
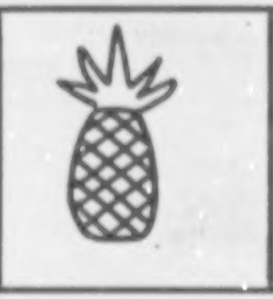
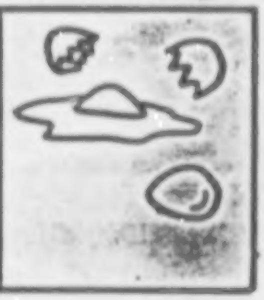
COMMENTS:

Put an X on the picture which does not belong in each row.

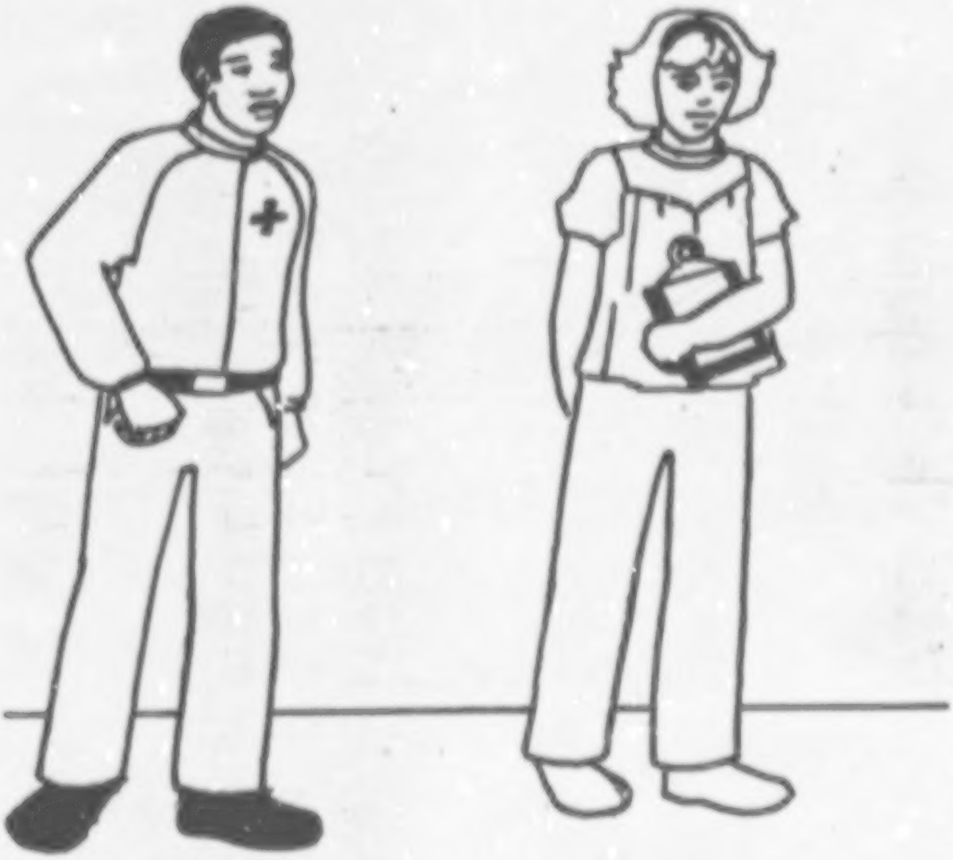
B-2 Ambulance Driver/Attendant/Dietician Review

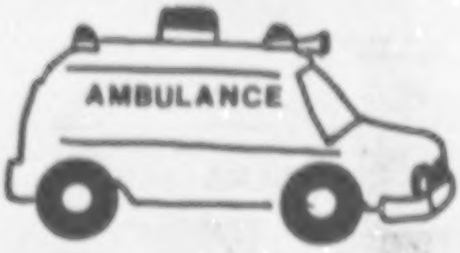
Draw a line from each tool to the worker who uses that tool.

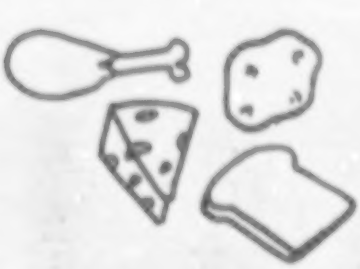
COMMENTS:

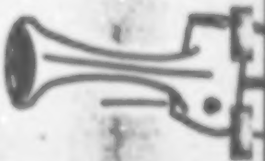
B-2 Ambulance Driver/Attendant/Dietician Review

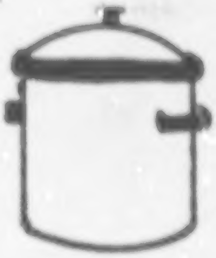
Draw a line from each tool to the worker who uses that tool.

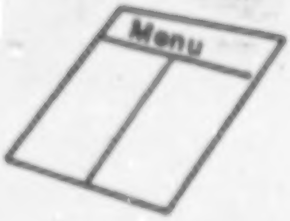


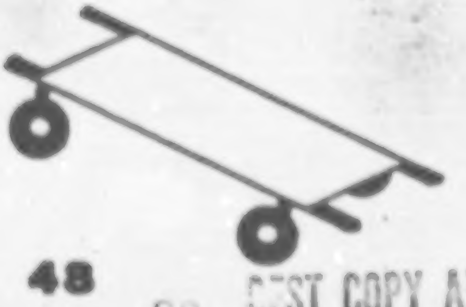












B-2 Family Doctor

Family doctors are workers who care for the health of everyone in the family. They treat routine illnesses and injuries of babies, children, and grownups. Usually, if someone has a serious illness, the family doctor tells the person about a doctor who is an expert on the illness.

Family doctors do checkups to see that their patients are healthy. They keep health charts on their patients. Each time patients go to the office for a checkup, the doctors use a scale to weigh the patients. Usually they use a fever thermometer to take patients temperatures and a blood pressure cuff to check patients' blood pressure. Doctors use stethoscopes to listen to patients' hearts and breathing. If doctors find something wrong with the patients, they may do other kinds of checkups.

B-2 Family Doctor

Classifying Tools

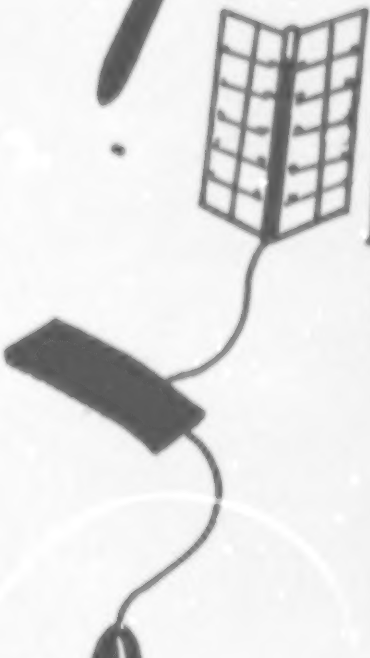
Draw a line around each tool that family doctors use at work. Put an X on those tools not used by family doctors.

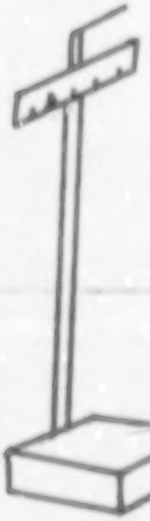
CLockwise from scale: hypodermic needle, hammer, chart, prescription, medicine, blood pressure cuff, brush, thermometer.

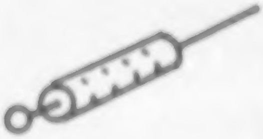
COMMENTS:

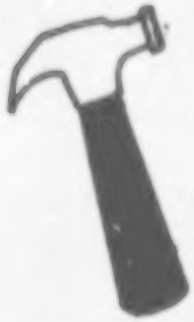
Classifying Tools

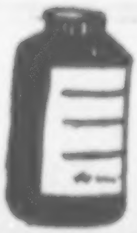
Draw a line around each tool used by family doctors at work. Put an X on those tools not used by family doctors.

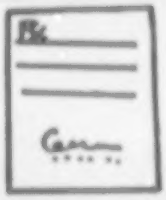


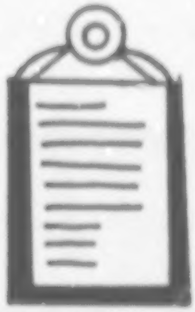












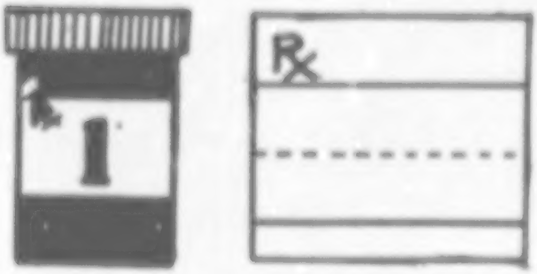
When patients need medicine, family doctors write prescriptions. On the prescription, the doctor writes the name of the medicine, how much to take, and how often to take the medicine. The patient takes the prescription to the druggist, who puts the pills or other medicine in a container. He writes the information from the doctor's prescription on the bottle's label.

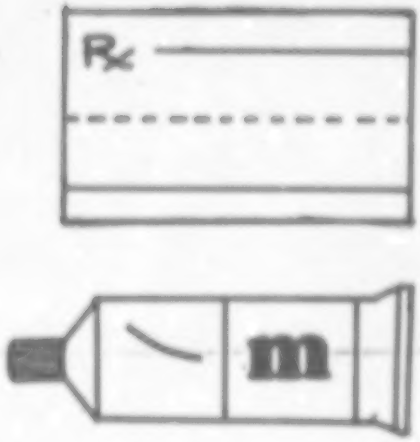
Each medicine container on your page has a lower case letter written on it. On the nearby prescriptions print the upper case form seen on each medicine container.

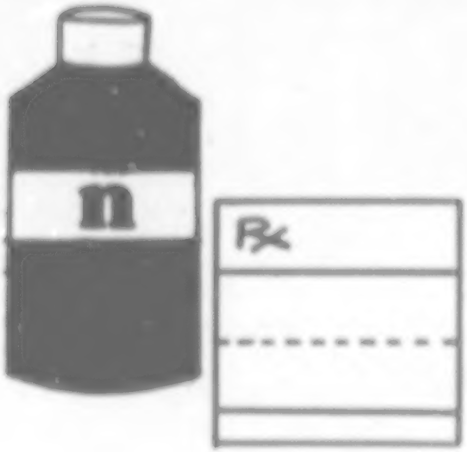
COMMENTS:

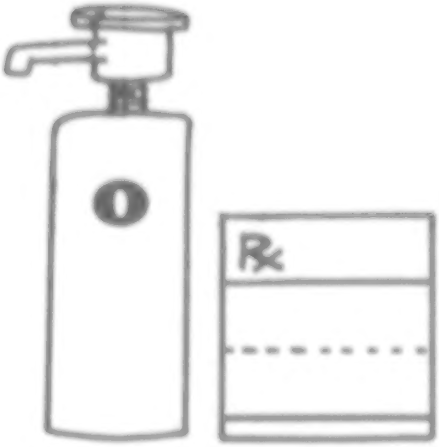
50T

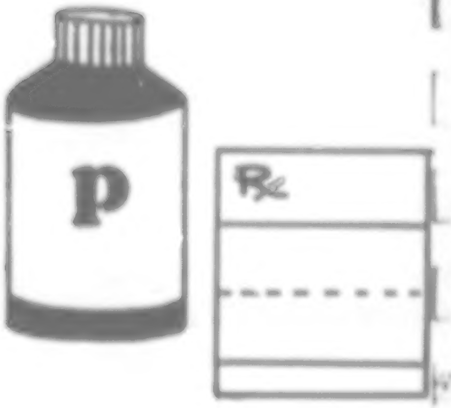
On the lines on each prescription, print the upper case form of the letter shown on each medicine container.











Family doctors use stethoscopes to listen to patients' heartbeats. The stethoscope has a metal disc that is attached to flexible tubes that fit in the doctor's ears. When the disc is placed against the patient's chest, the doctor can hear the patient's heartbeat. Sometimes the doctor can tell if something is wrong with the heart by listening to the beats.

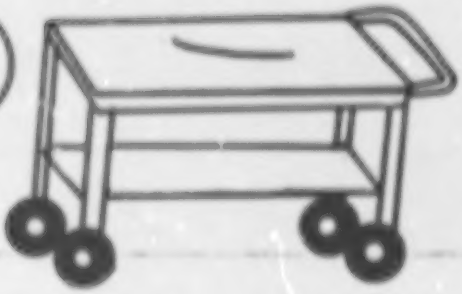
Words have beats also. Listen to the word "hot". It has one beat. Now listen to "hotter". It has two beats. Can you hear the difference in "hot" and "hotter"? The beats that you hear in words are called syllables. "Hot" has one syllable. How many syllables do you hear in "hotter"? (2)

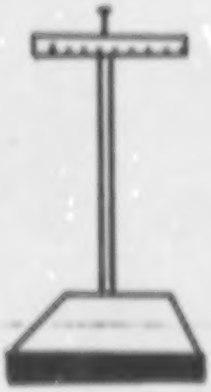
In the circle near each picture on your page write 1 if you hear one beat or syllable when you name the picture. Write 2 if you hear two beats when you name the picture. (Do first two with children if necessary.)

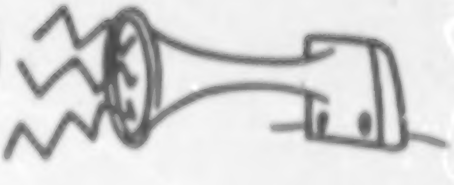
picture/words: stretcher
siren
chart
needle
scale
school
pillow
menu

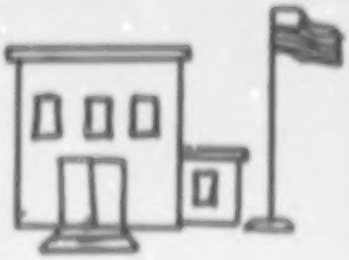
COMMENTS:

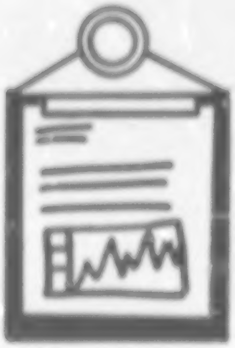
Write 1 in the circle near the pictures having one syllable. Write 2 in the circle near the pictures having two syllables.

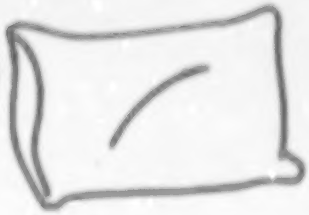
○ 

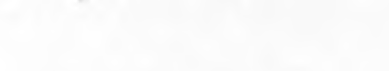
○ 

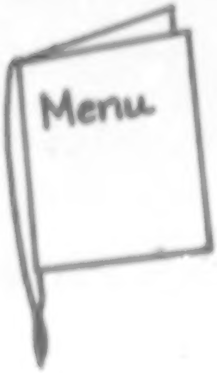
○ 

○ 

○ 

○ 

○ 

○ 

B-2 Family Doctor

Main Idea/Detail

The pictures on your page show family doctors doing different jobs. Beneath each row of pictures is a sentence that tells about one of the pictures. When I read the sentence, put an X in the corner square of the picture the sentence tells about.

Listen: The doctor uses a stethoscope to listen to patients' heartbeats. Which of the pictures in the first row shows this? (first one) Put an X in the corner box of the first picture.

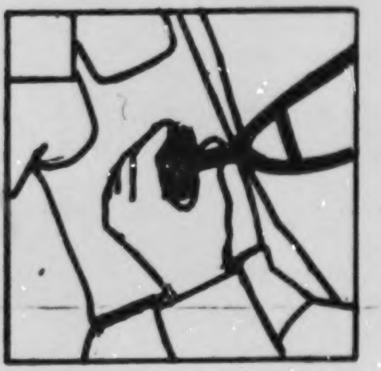
Continue:

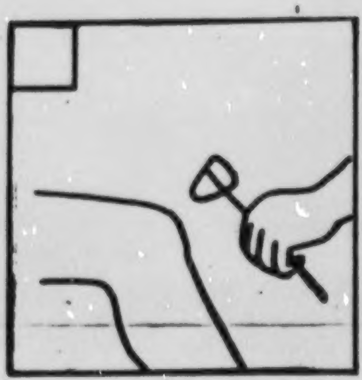
2. The doctor uses a scale to weigh patients.
3. The doctor keeps a health record for each patient.
4. The doctor gives shots and vaccinations.
5. The doctor writes prescriptions for medicine.
6. The doctor uses a thermometer to take patients' temperatures.

COMMENTS:

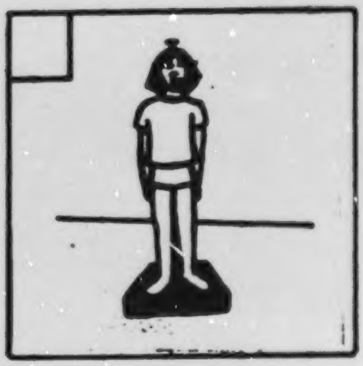
B-2 Family Doctor Main Idea/Detail

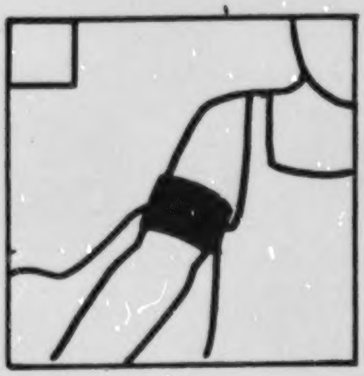
Listen and put an X in the corner square of the picture that each sentence tells about.



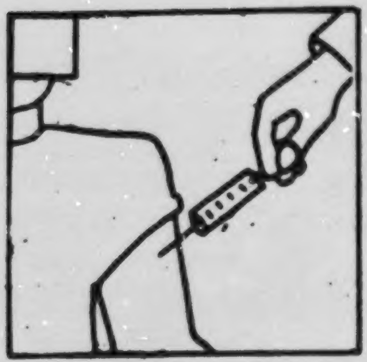


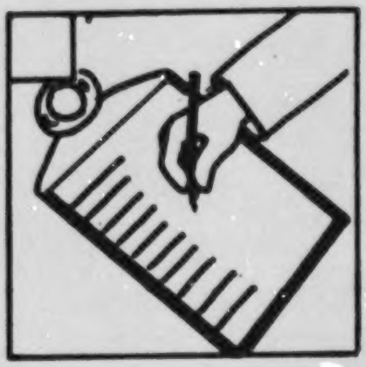
1. The doctor uses a stethoscope to listen to patients' heartbeats.





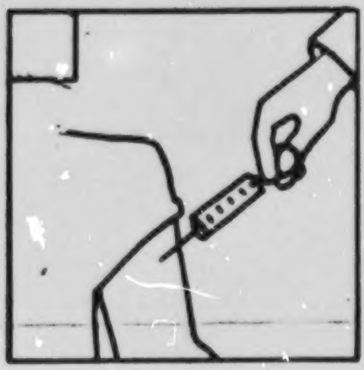
2. The doctor uses a scale to weigh patients.





3. The doctor keeps a health record for each patient.

7



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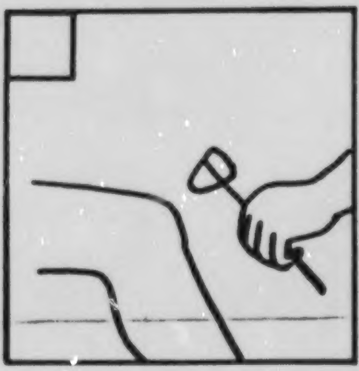
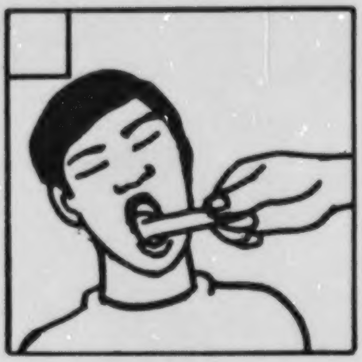


4. The doctor gives shots and vaccinations.

8



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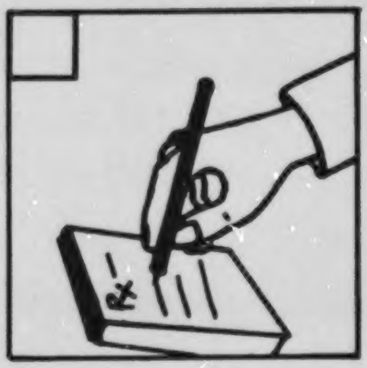
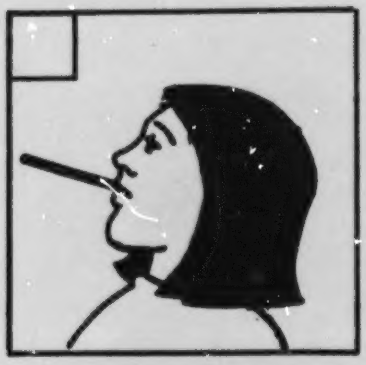
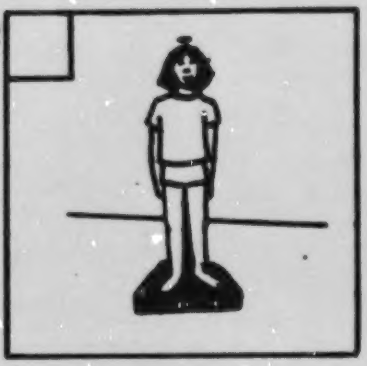


5. The doctor writes prescriptions for medicine.

9



12



6. The doctor uses a thermometer to take patients' temperatures.

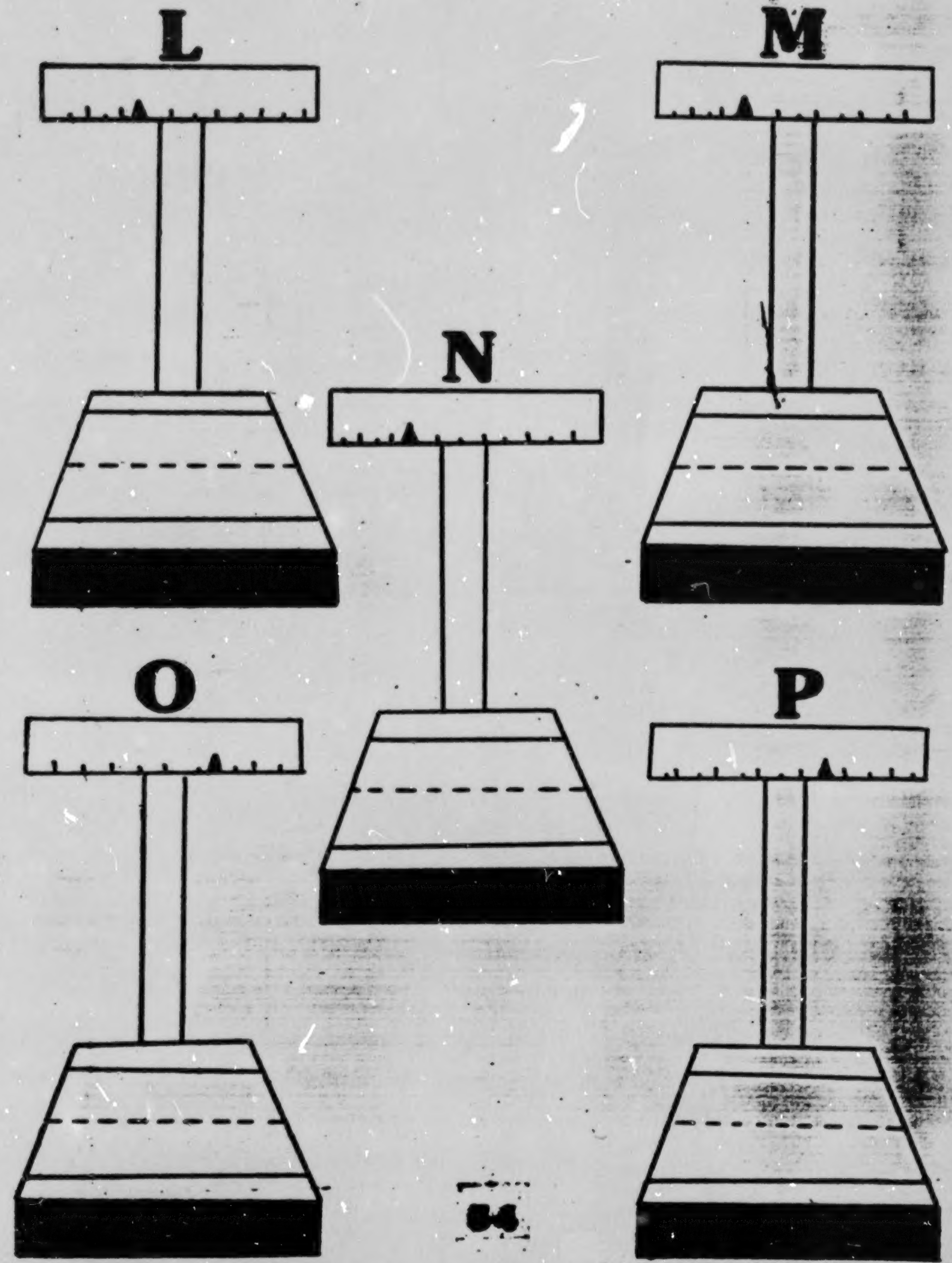
B-2 Family Doctor

Keeping track of patients' growth is part of the family doctor's job. Family doctors keep track of patients' weight. They use a large scale to weigh patients.

The scales on your page have upper case letters written on them. On the lines on the bottom of the scale, print the same lower case letter.

COMMENTS:

On the lines on each scale print the lower case form of the letter shown on each scale.



B-2 Dentist

Dentists are doctors who take care of patients' teeth and gums. They treat teeth with cavities and teach their patients how to care for their teeth, so they get fewer cavities.

When patients go to dentists, they sit in special chairs which are adjusted to fit the patients and steady their heads. The dentists use small round mirrors with long handles to see all of the tooth surfaces in the patients' mouths. The dentists look for cavities on and between the teeth. Sometimes dentists use x-ray machines to take pictures of the teeth. In the x-ray pictures, the dentists can see problems in teeth below the gum line.

When dentists find cavities in teeth, they give the patients shots of Novocaine. The Novocaine deadens the nerves in the area so the patients can't feel anything.

Dentists use a special drill to make a hole in the tooth. The drill removes the area of the tooth that is damaged by the cavity. Dentists then pack the holes with silver filling. If the cavity is in the front teeth, dentists use a white filling to match the color of the teeth.

If teeth are so bad that fillings don't work, often dentists will extract or pull out those teeth. Sometimes the dentists make false teeth to fill in the spaces where teeth have been pulled.

Dentists also use special tools to clean teeth. They encourage patients to go into the office twice a year to have their teeth cleaned and to have a check-up. They show their patients how to use toothbrushes, fluoride toothpaste and dental floss to care for their teeth themselves. Dentists know that teaching their patients about these things will help them have healthier teeth and fewer visits to the dentists' offices.

B-2 Dentist

Classifying Tools

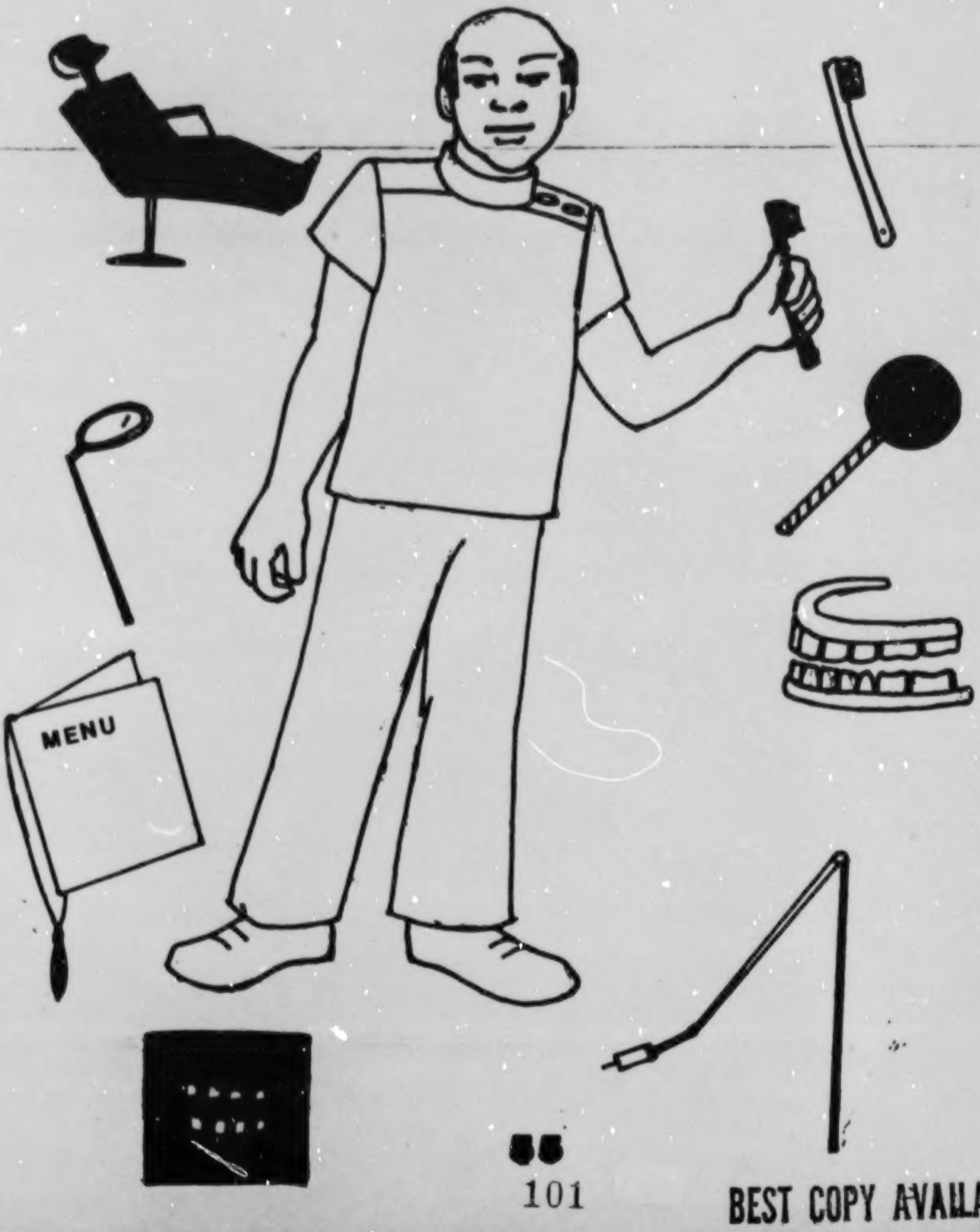
Draw a circle around each of the tools used by dentists at work.

Clockwise from toothbrush: lollipop, false teeth, drill, x-ray, menu, mirror, patient's chair.

COMMENTS:

B-2 Dentist Classifying Tools

Draw a circle around each of the tools used by dentists at work.



Dentists use many different tools to fix patients' teeth. Each of the boxes on your page has two sets of dentists' tools. In some boxes the two sets have the same number of tools; in some boxes, the two sets are not the same.

When two sets have the same number of items, we say the sets are equal. The symbol for equal is = (demonstrate on board). In each box make the equal sign in the circle if the two sets have the same number of tools. Beneath the equal sets, write the number sentence for that set.

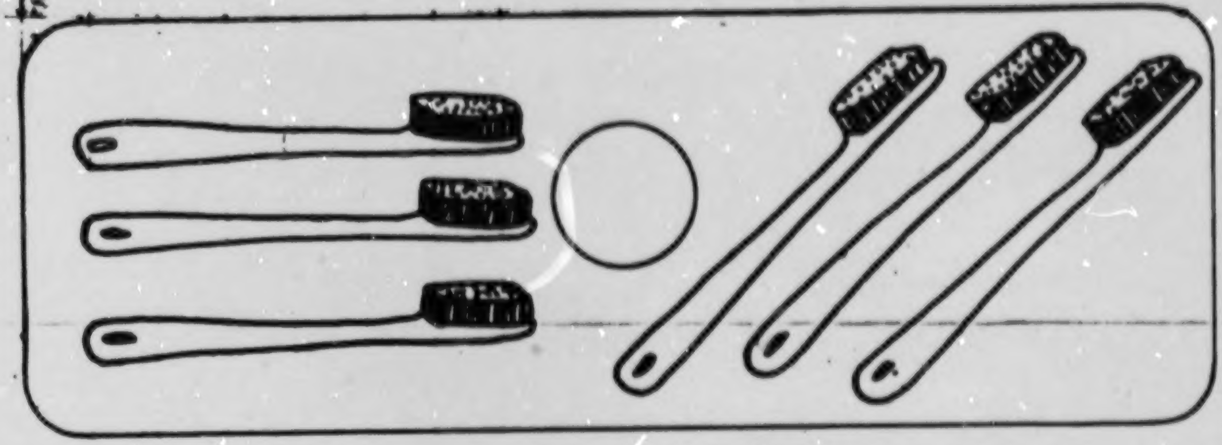
Look at the first box. How many toothbrushes are in the first set? (3). How many toothbrushes are in the second set? (3) Are these sets equal? (yes) Write the equal sign in the circle between the two sets.

Now write the number sentence on the line beneath the sets. How many toothbrushes are in the first set? (3) Write 3 on the line beneath the sets. Write the equal sign beside the 3. How many toothbrushes are in the second set? (3) Write another 3 on the other side of the equal sign. Now let's read the number sentence. "Three equals three." Is that a true sentence? (yes)

Continue in a similar manner for the remaining problems. (Do not attempt number sentences for unequal sets.)

COMMENTS:

Write the equal sign in the circle between equal sets. Write the number sentence beneath equal sets.



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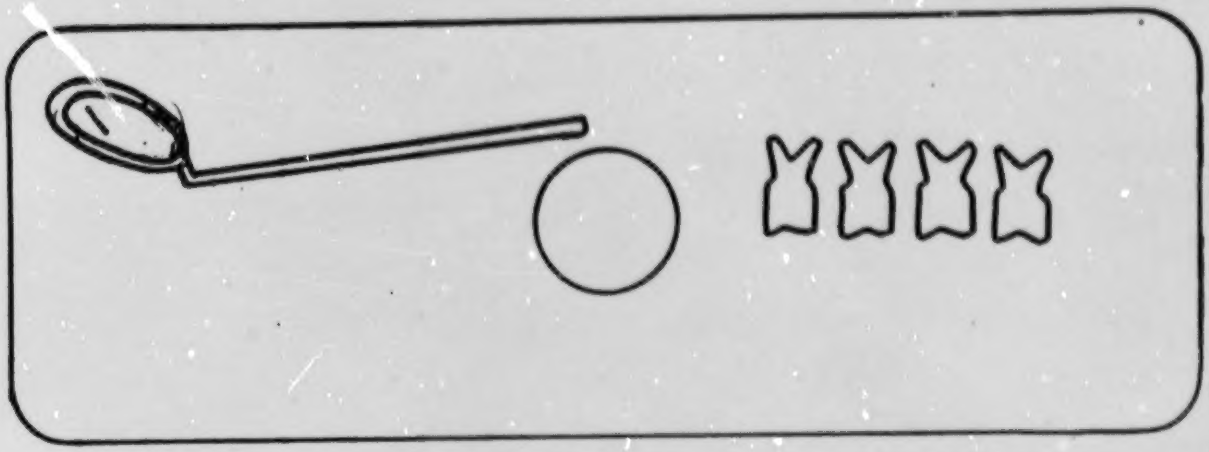

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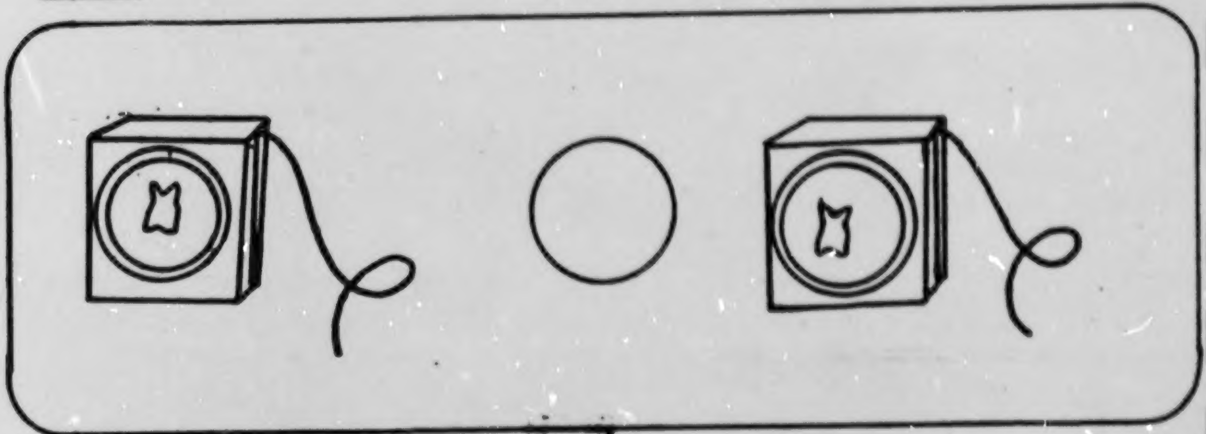

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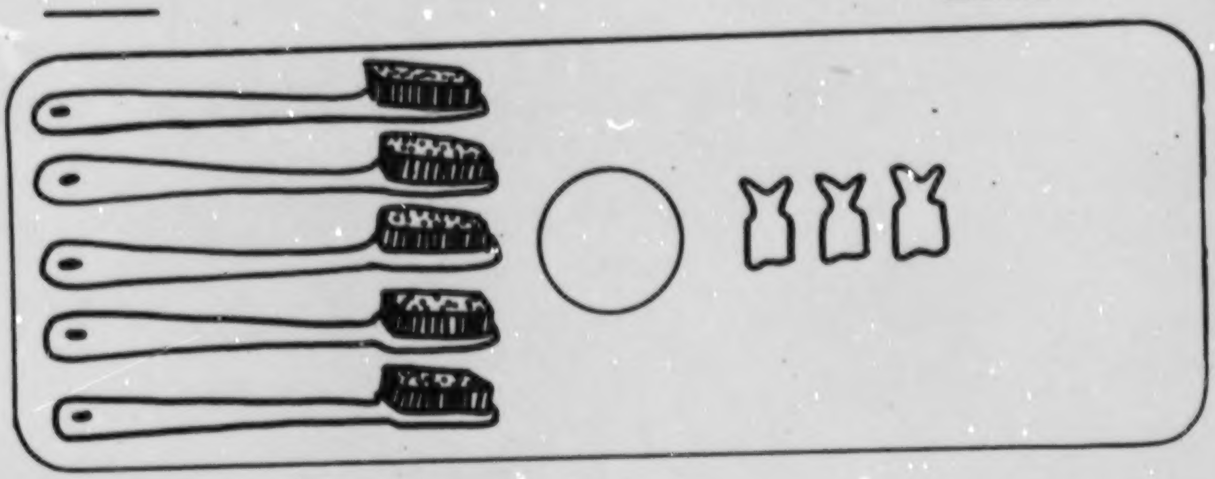
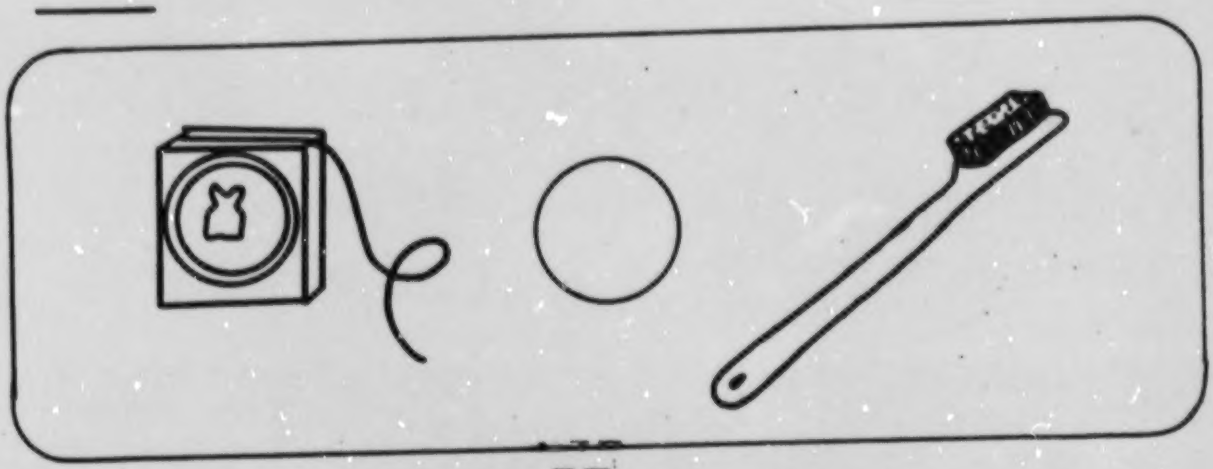




The dentist uses an x-ray machine to take pictures of teeth. In each box on your page is a set of x-rays and a set of teeth. Some of the sets are equal; some are not equal. The symbol for not equal is ≠ (demonstrate).

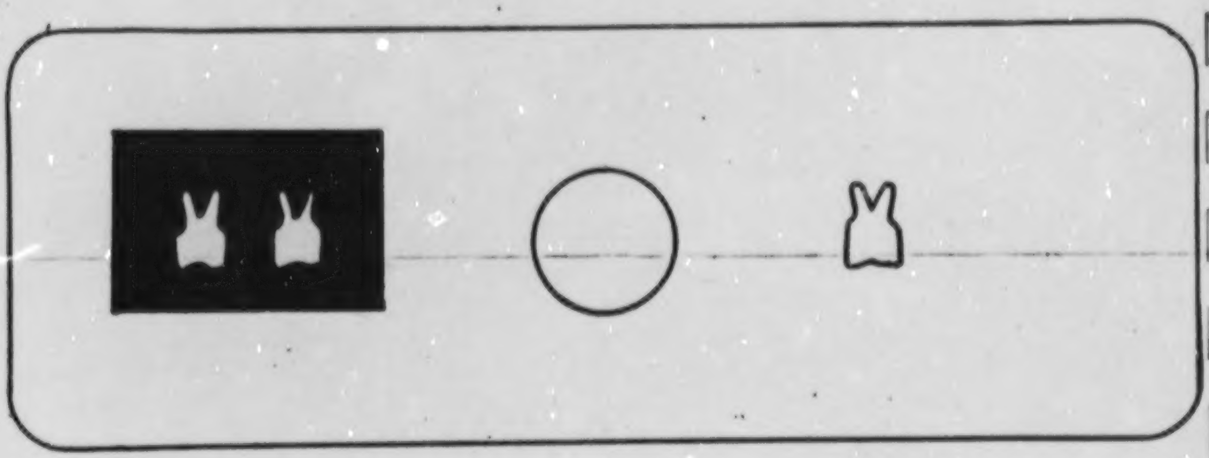
Look at each box. If the two sets in the box are equal, write the equal sign in the circle between the sets. If the sets are not equal, write the unequal sign in the circle. Write the number sentences for each box on the line beneath the box.

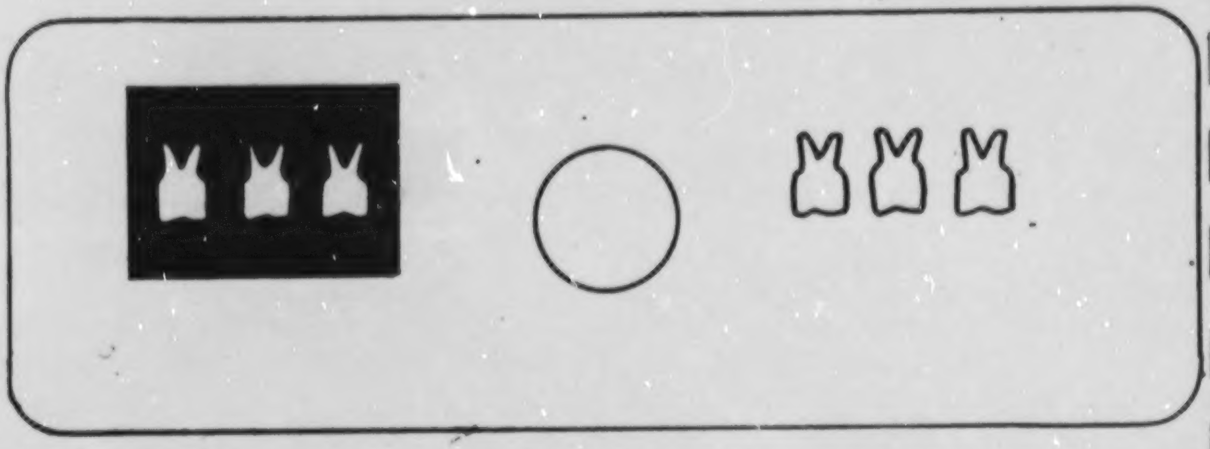
(Do sample items if necessary.)

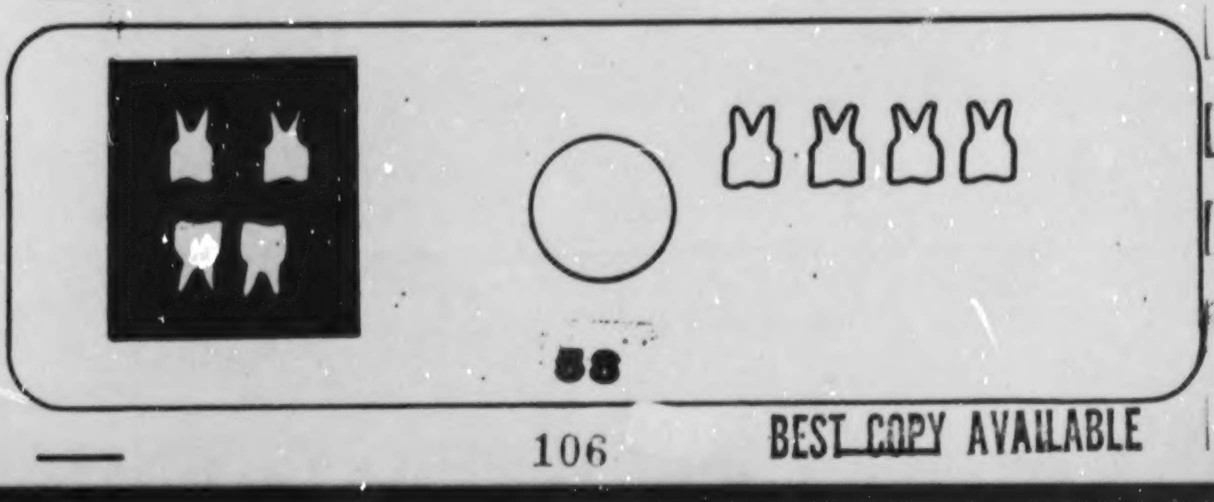
COMMENTS:

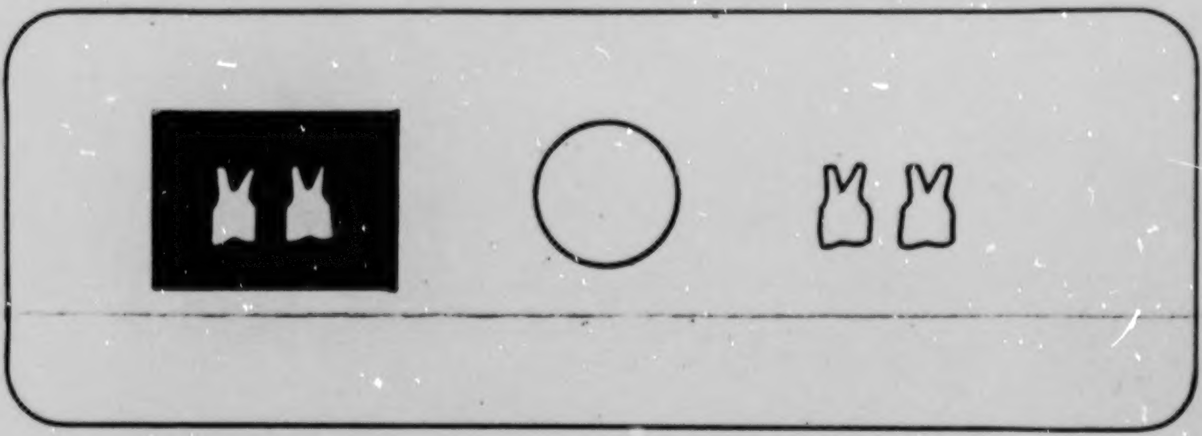
B-2 Dentist **Not Equal**

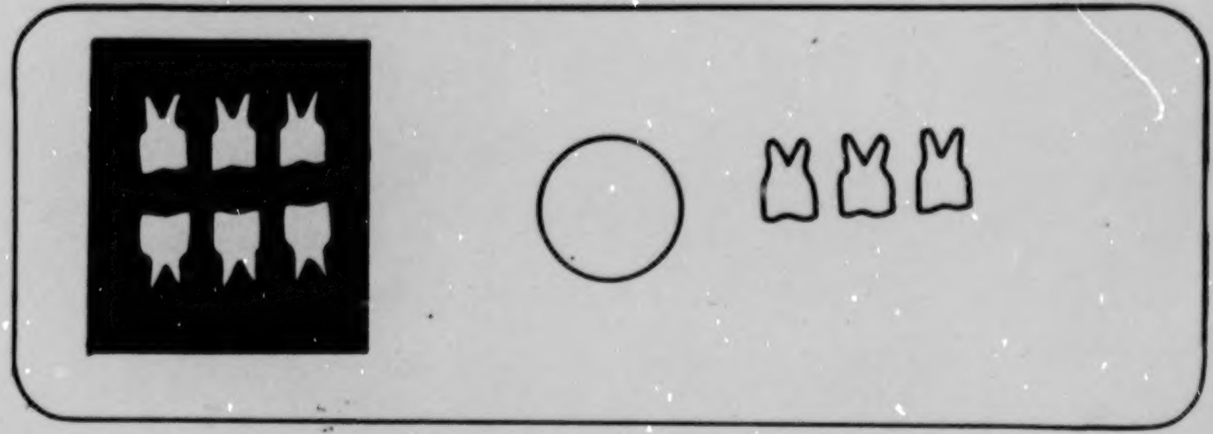
Write the equal sign in the circles between equal sets; the not equal sign in the circle between unequal sets. Write the number sentence on the line below each box.

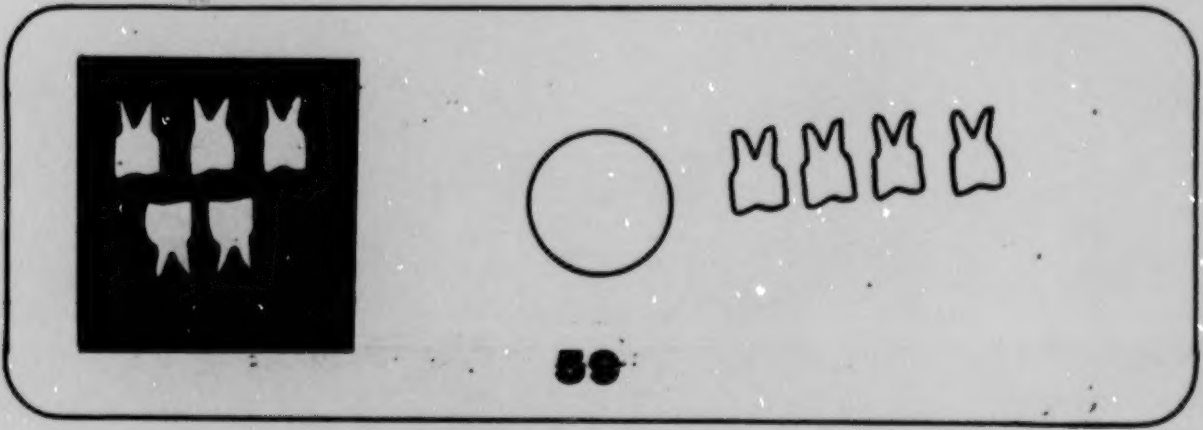












In each row listen and put an X in the corner square of the picture the sentence tells about.

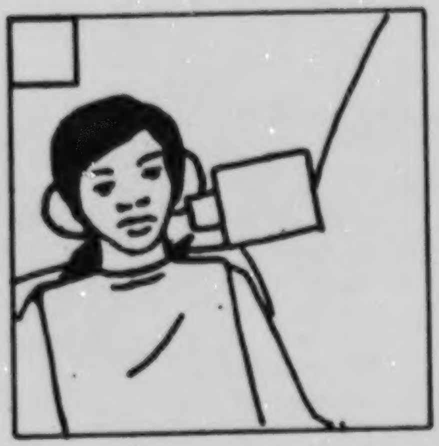
1. The dentist uses an x-ray machine to take pictures of patients' teeth.
2. The dentist uses a special mirror to look at patients' teeth.
3. The dentist keeps a complete dental record for each patient.
4. The dentist teaches his patients about correct dental care.

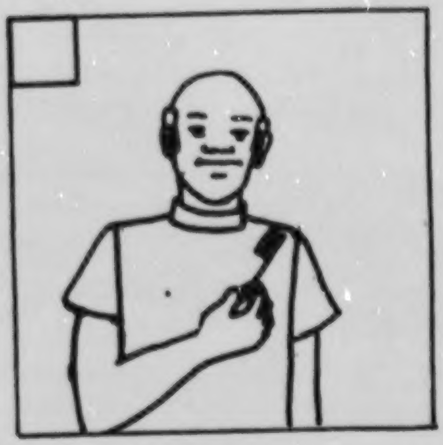
COMMENTS:

B-2 Dentist

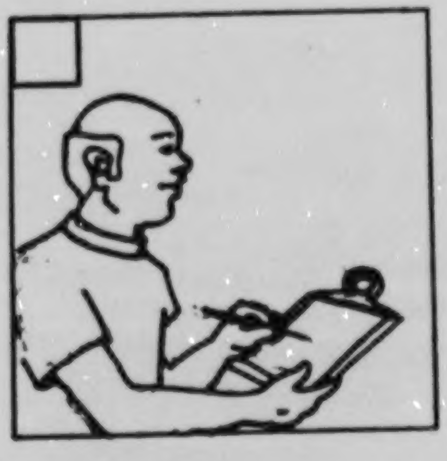
Main Idea

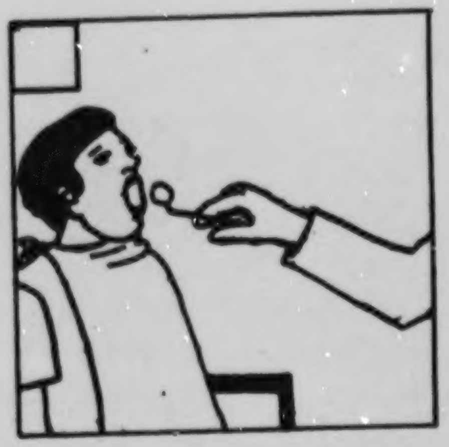
Listen and write an X in the corner square of the picture the sentence tells about.



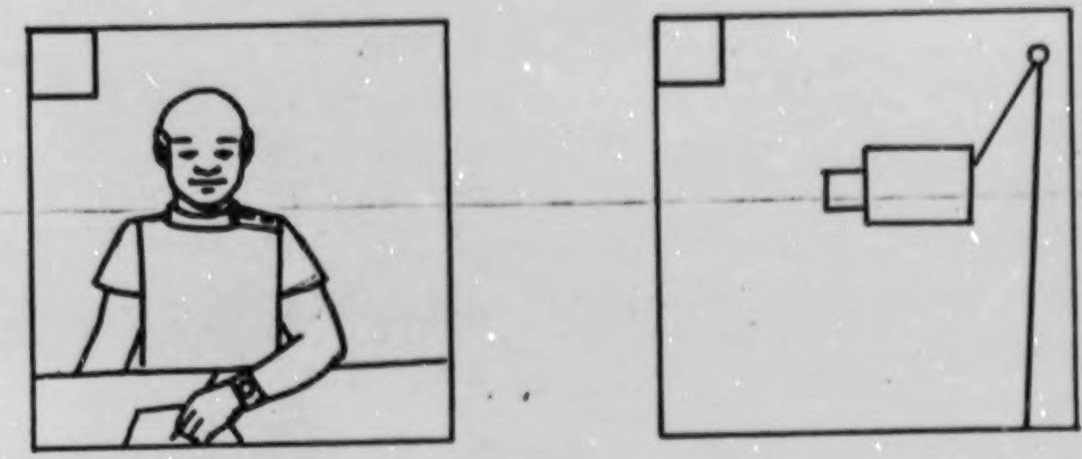


1. The dentist uses an x-ray machine to take pictures of patients' teeth.





2. The dentist uses a special mirror to look at patients' teeth.



3. The dentist keeps a complete dental record for each patient.

4. The dentist teaches his patients about correct dental care.

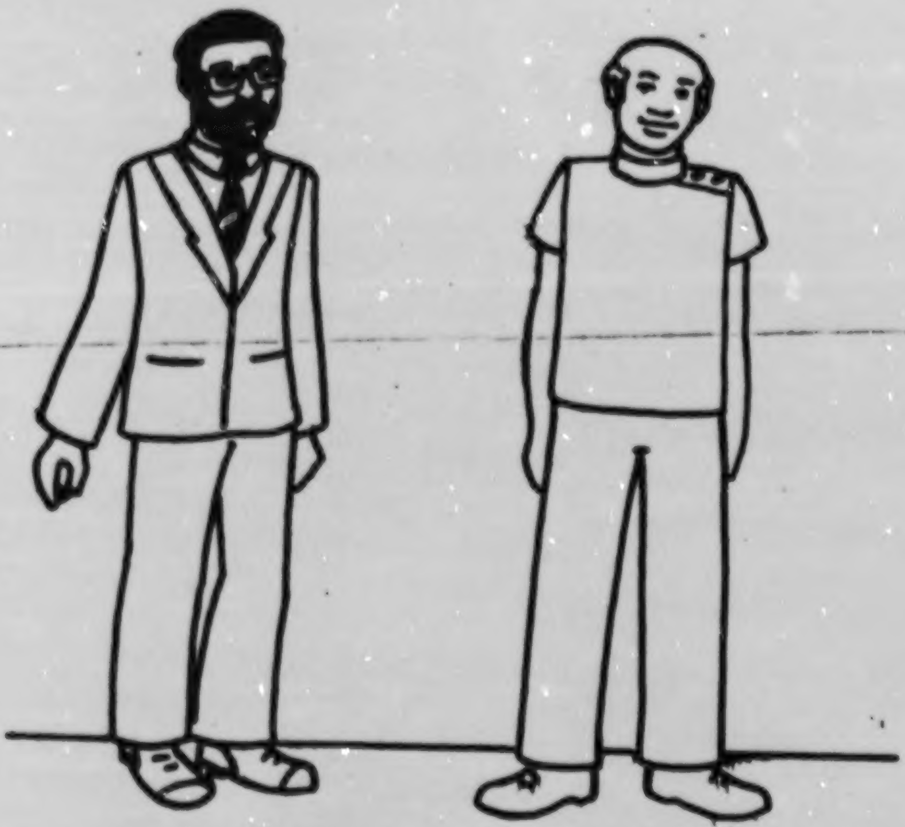
B-2 Family Doctor/Dentist Review

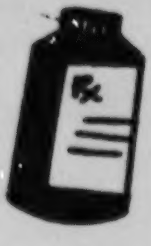
On your page are pictures of a family doctor and a dentist. Beneath their pictures are pictures of their tools. Draw a line from each tool to the worker who uses it.

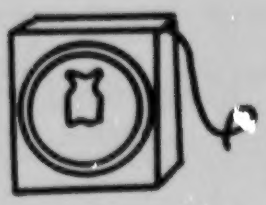
COMMENTS:

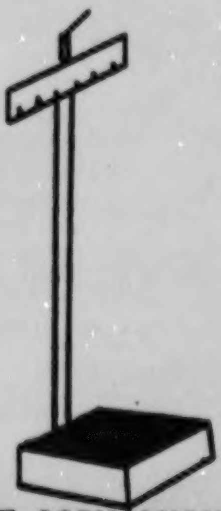
B-2 Family Doctor/Dentist Review

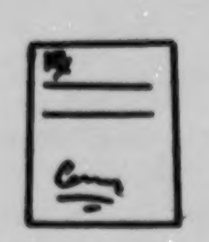
Draw a line from each tool to the worker who uses that tool.











B-2 School Nurse

School nurses are special nurses who take care of children while they are in school. They learn to be nurses at special nurses' schools or colleges.

School nurses take care of children who become sick during school hours. If a child becomes ill, the teacher sends the student to the nurse. The school nurse usually takes the child's temperature with a fever thermometer. She may use a stethoscope to listen to the student's heart and lungs. The nurse has a cot where the student may lie down, if necessary. When she has done everything she can for the student, the nurse calls the student's parents to tell them their child is ill.

When a student is hurt in the school building or on the school grounds, the school nurse uses first aid to treat the injury. She may use ice packs on a bruise, bandages on a cut, or a splint on a broken bone. If the injury is serious, the nurse calls an ambulance to take the student to a hospital.

The school nurse keeps a health record for each student in the school. She keeps track of the shots and vaccinations for each student. She also keeps information about any diseases or special health problems. Each year the nurse measures the height and weight of each student and writes the information in the health records. She checks each student's eyes using an eye testing chart. The nurse has a special machine to test students' hearing.

School nurses are important workers because they help students stay healthy. They try to notice health problems before they become serious. Some school nurses teach students about health, nutrition and safety, so the students will take care of themselves properly.

B-2 School Nurse Classifying Tools

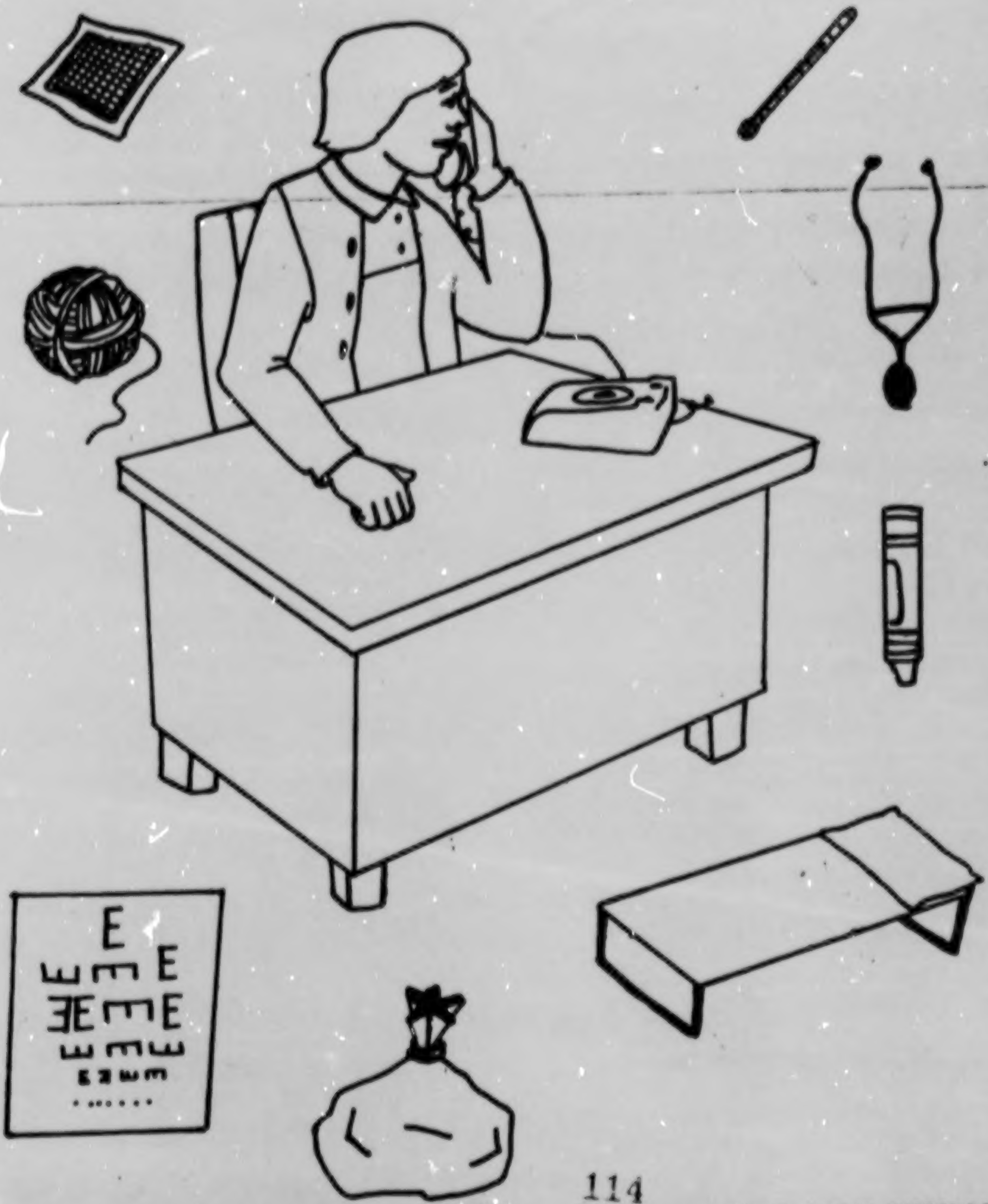
Draw a circle around each tool used by school nurses at work. Put an X on those tools not used by school nurses.

Clockwise from thermometer: stethoscope, crayon, cot, ice bag, eye chart, ball of string, gauze bandage.

COMMENTS:

63T

Draw a circle around each tool used by school nurses at work. Put an X on those tools not used by school nurses.



The pictures on your page show many of the jobs done by school nurses. As I read the titles of the pictures to you, print the number of each title in the corner box of the picture it describes.

Listen to the first title: Taking a Temperature. Which picture shows the school nurse taking a temperature? (seventh picture) Write 1 in the corner square of the third picture.

Continue in a similar manner for:

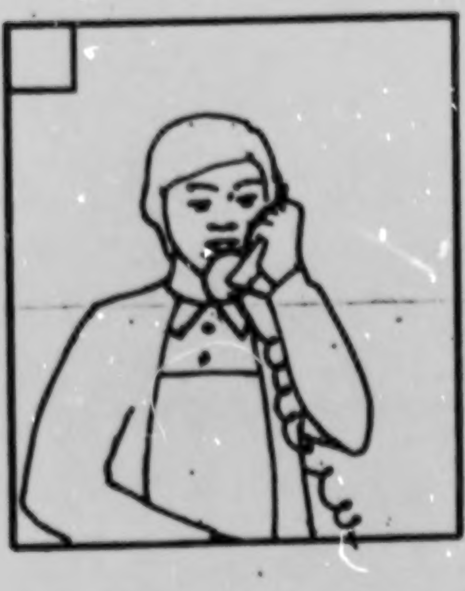
2. Bandaging A Cut
3. Calling A Parent
4. Keeping Health Records
5. Teaching About Good Foods
6. Helping A Sick Student
7. Weighing A Student
8. Testing Students' Eyesight

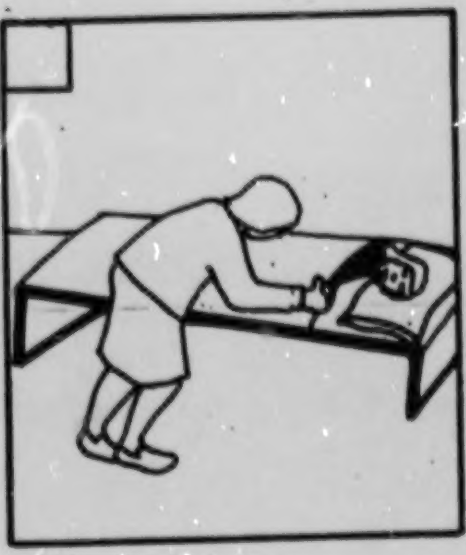
COMMENTS:

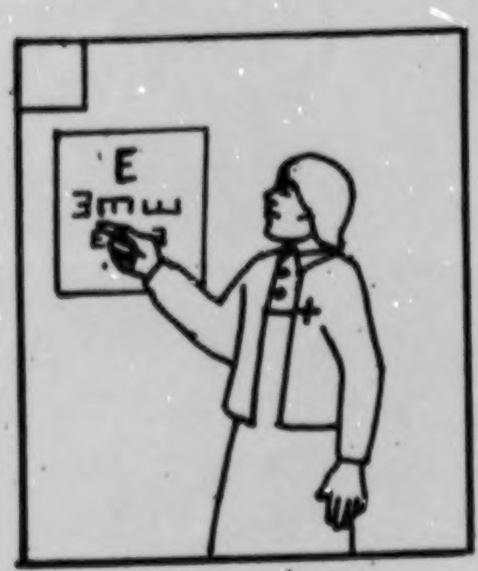
B-2 School Nurse

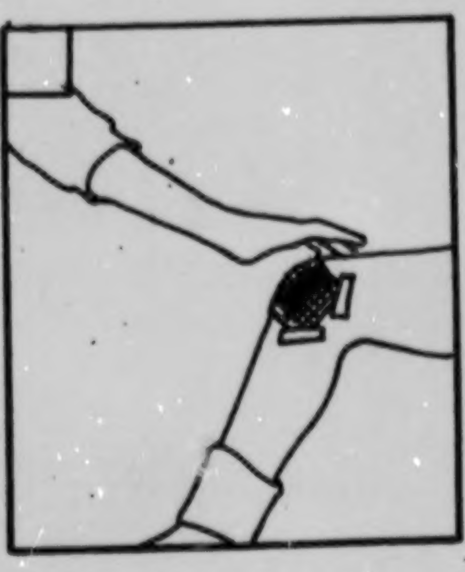
Main Idea

Listen and write the number of each title in the corner square of the picture it describes.









B-2 School Nurse Alphabet/Printing

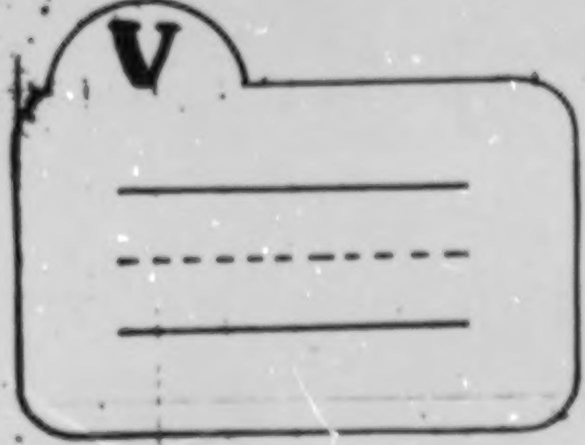
School nurses keep complete health records for each student in the school. The health records show shots and vaccinations, illnesses, and special medications.

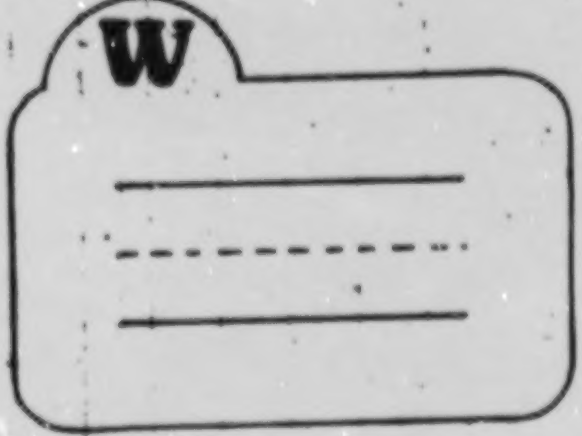
Each of the health records on your page has an upper case letter printed on it. On the lines on the health record print the lower case form of the letter shown.

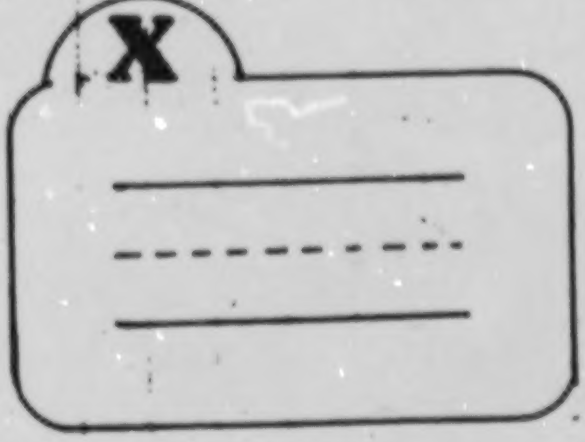
COMMENTS:

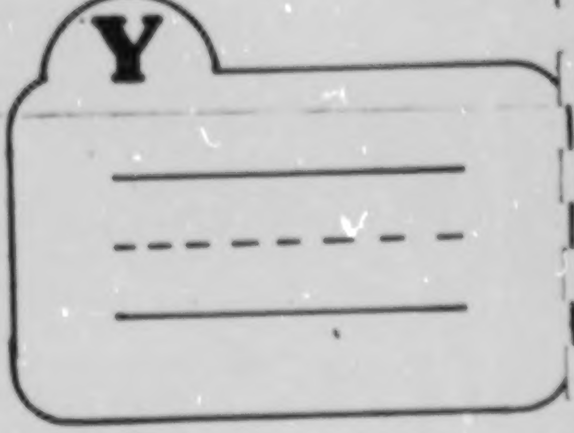
66T

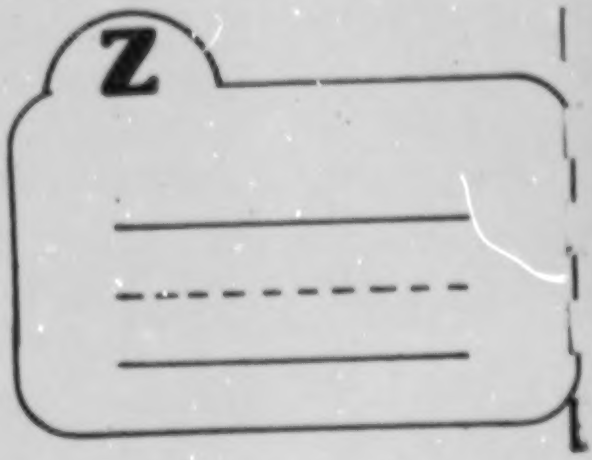
On the lines on each health record print the lower case form of the letter shown.











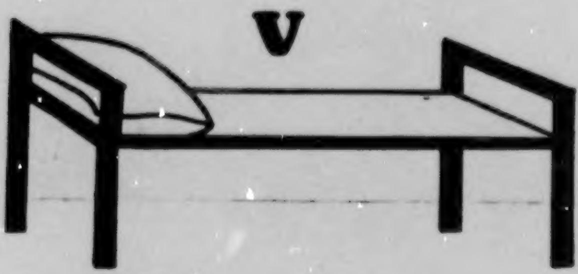
B-2 School Nurse

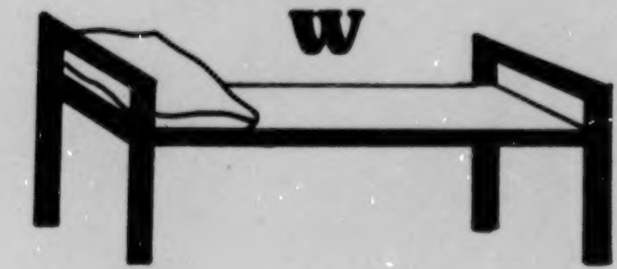
School nurses have cots in their offices so that students can lie down when they become sick at school.

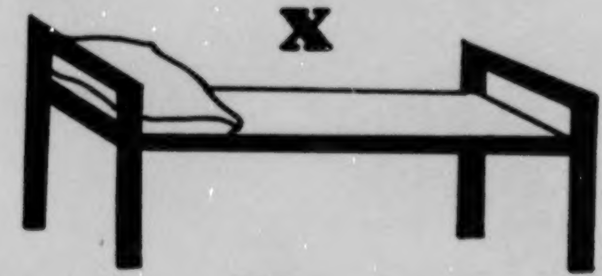
Above each of the cots on your page is a lower case letter. On the lines by the cots, print the upper case form of the letters shown above the cots.

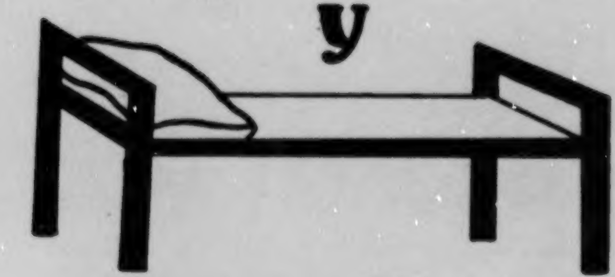
COMMENTS:

On the lines by the cots, print the upper case form of the letters shown above the cots.









B-2 Eye Doctor

Eye doctors or optometrists help people take care of their eyes. They go to special colleges to learn about the care and treatment of eyes. Eye doctors need a license to work. They take special tests to get their licenses to practice.

Eye doctors use a special eye chart to test people's eyes. The eye chart has rows of letters of different sizes. The letters are large at the top of the chart, but get smaller and harder to read near the bottom of the chart. The doctors can tell how well you see by checking how far down the chart you can read. Often eye doctors will use a special testing machine to check for eye problems. The machine is movable, so it can be adjusted to fit people of different sizes. As the patients look through the machines, eye doctors can change the lenses. In this way, the eye doctors can find out what is wrong with patients' eyes.

When eye doctors find problems with patients' vision, they prescribe treatment for patients. Some patients may need to wear eyeglasses or contact lenses so they can see better. Other patients may need eye drops or even surgery to correct their eye problems.

Eye doctors or optometrists may work in their own offices, in hospitals or in clinics. They do important work, because they help people take care of their eyes.

B-2 Eye Doctor/Optometrist Classifying Tools

Draw a circle around each tool used by eye doctors at work. Put an X on those tools not used by eye doctors at work.

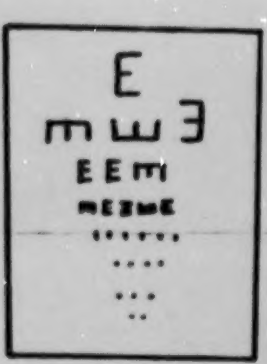
Clockwise from eye chart: glasses, Christmas bulb, eye drops, contact lenses, adjustable eye testing machine

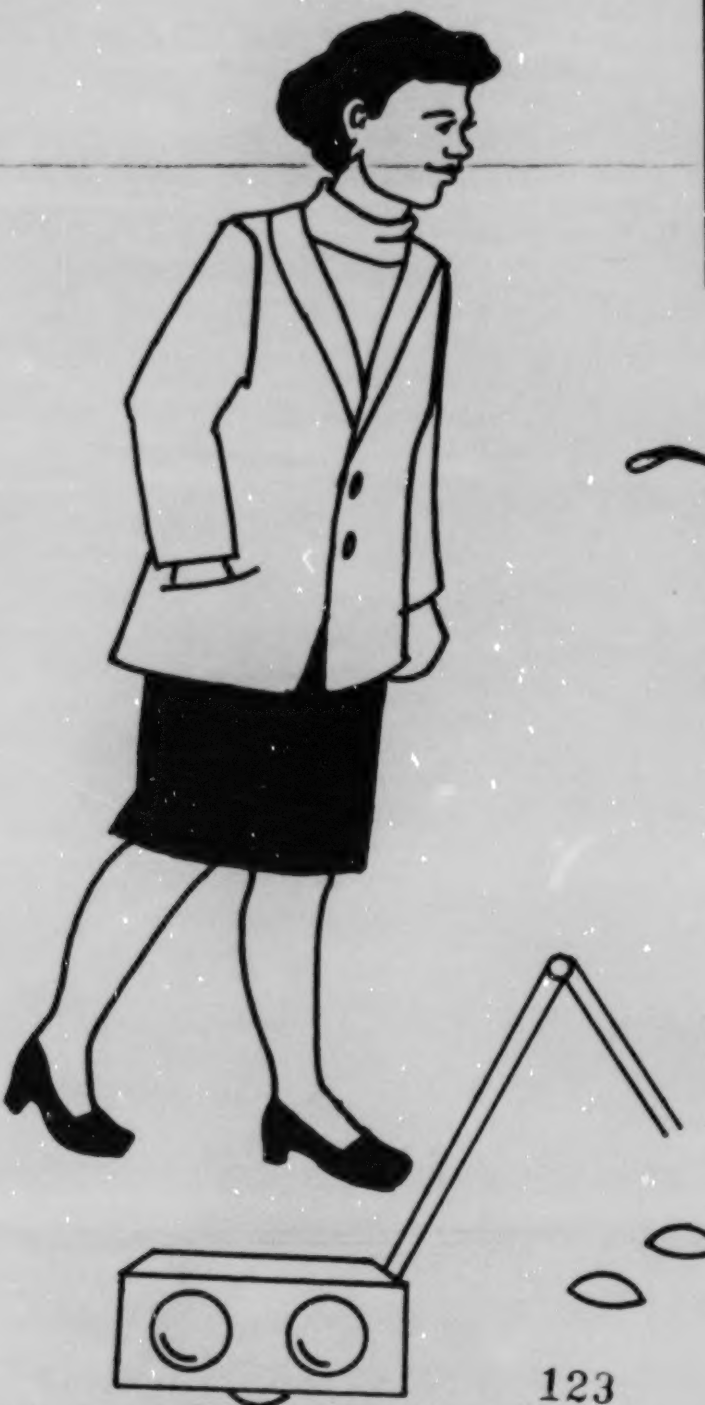
COMMENTS:

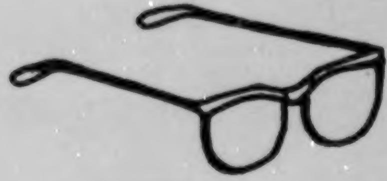
68T

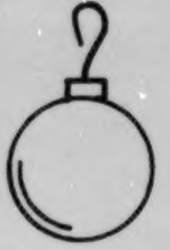
B-2 Eye Doctor/Optometrist Classifying Tools

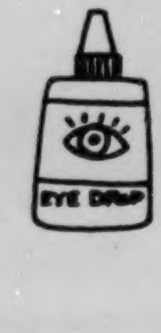
Draw a circle around each tool used by eye doctors at work. Put an X on those tools not used by eye doctors at work.











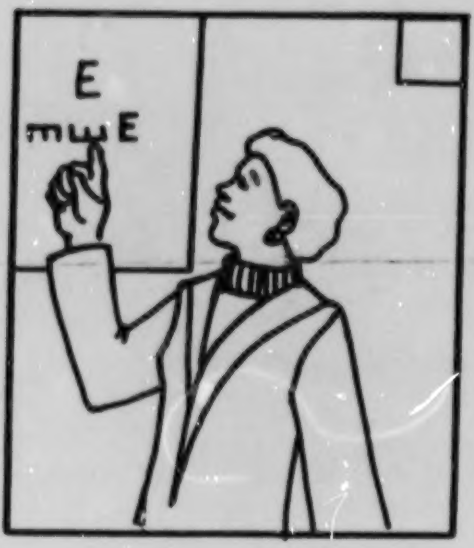
B-2 Eye Doctor/Optometrist Fact/Fantasy

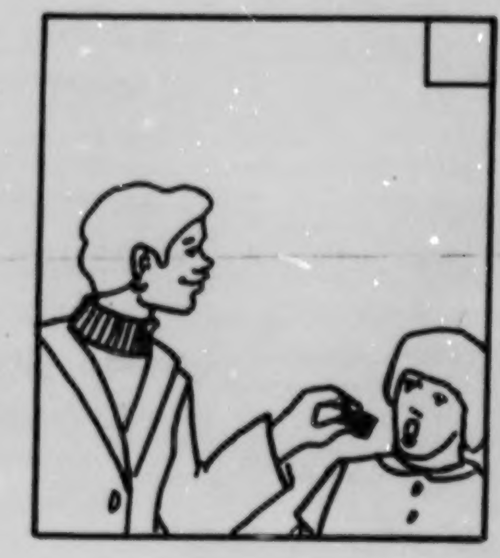
The pictures on your page show eye doctors doing different jobs. Some of the pictures are true; some are not. In the corner box of each picture write T (for True) if the picture shows something the eye doctor does at work. Write F if the picture shows something an eye doctor does not do at work.

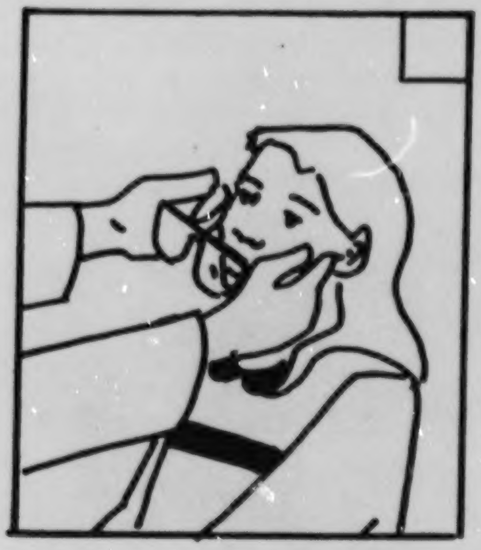
COMMENTS:

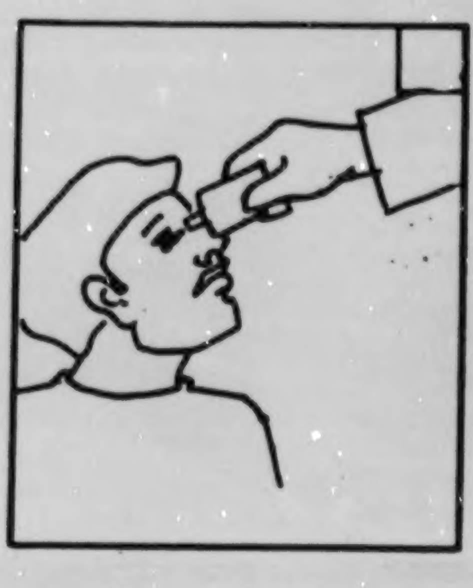
B-2 Eye Doctor/Optometrist Fact/Fantasy

Write T in the corner squares of the pictures that show jobs that eye doctors do at work; write F for pictures which show jobs not done by eye doctors at work.







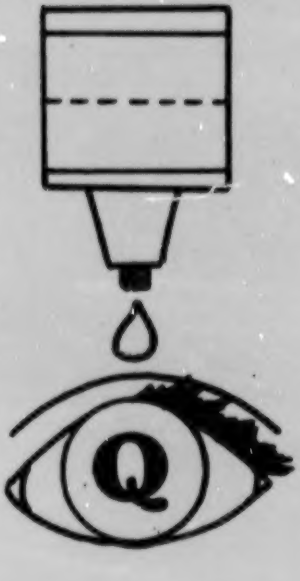


Eye doctors prescribe eye drops for some vision problems. The drops come in a squeeze bottle. The patient holds the bottle upside down over his eye. When he squeezes the bottle, the medicine comes out a drop at a time and drips into the patient's eye.

Each of the eyes on your page has an upper case letter written on the pupil. On the lines on the eye drop bottle above each eye, print the lower case form of the letter shown on the eye.

COMMENTS:

On the lines on each bottle of eye drops print the lower case form of the letter shown on the eye below it.



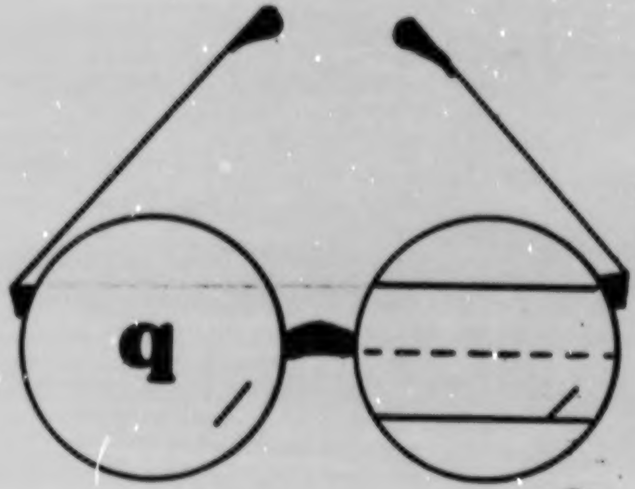
Eye doctors or optometrists prescribe eye glasses for some patients. The special lenses in the eye glasses help the patient see more clearly.

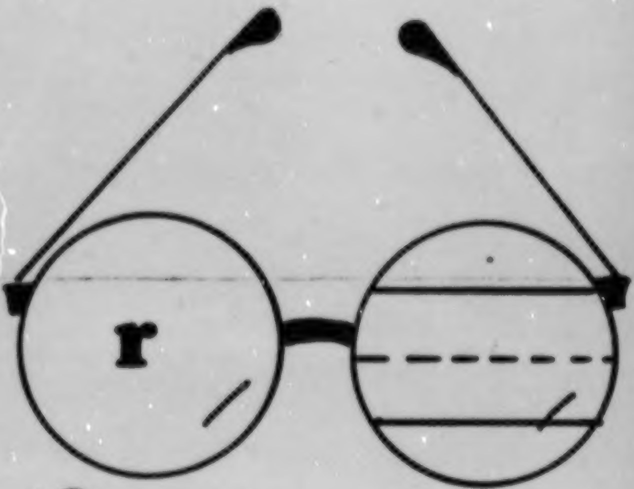
Each of the pairs of eye glasses on your page has a lower case letter on one lens. On the lines of the other lens, print the upper case form of the letter shown on the eye glasses.

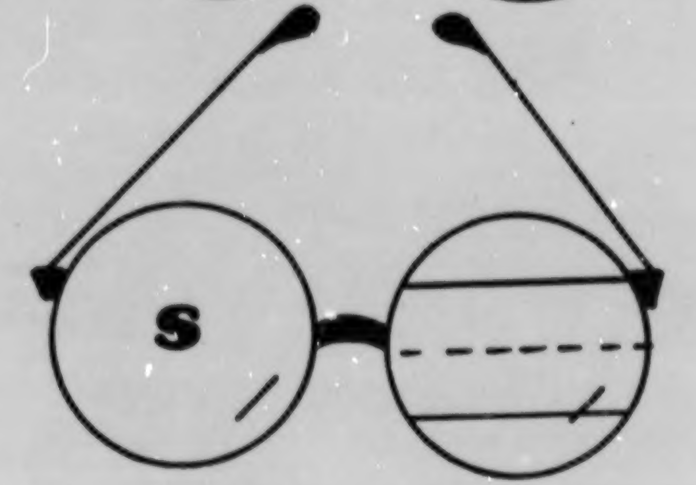
COMMENTS:

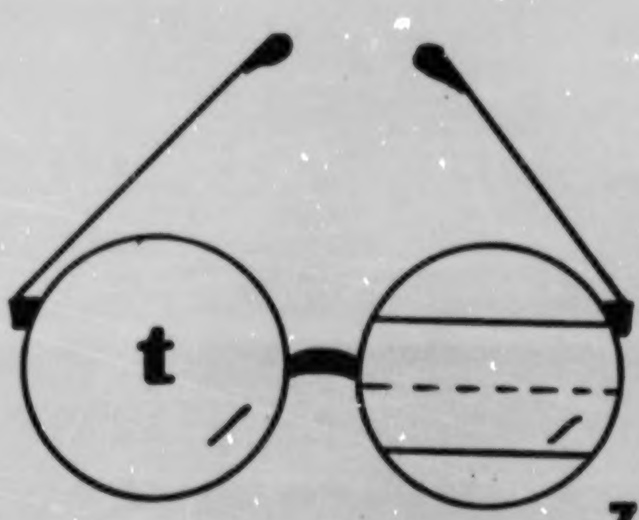
71T

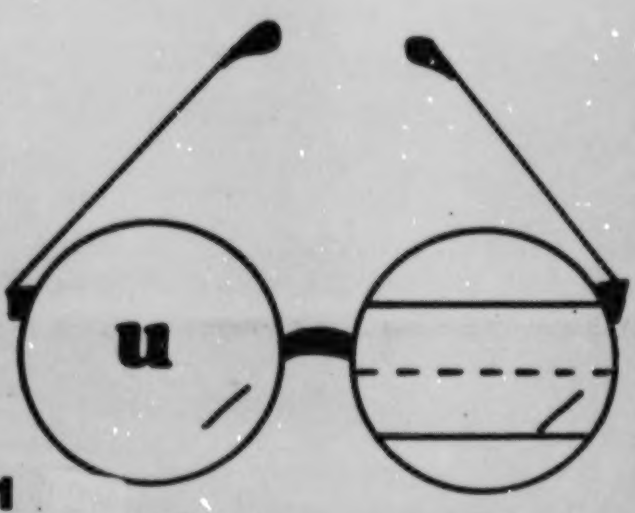
On the lines on the eye glasses print the upper case form of the letter shown on the glasses.











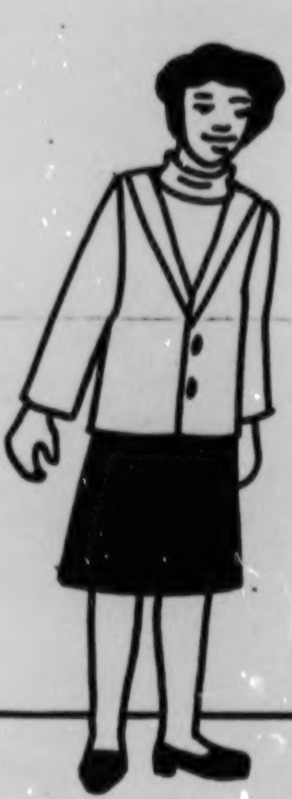
B-2 Eye Doctor/School Nurse Review

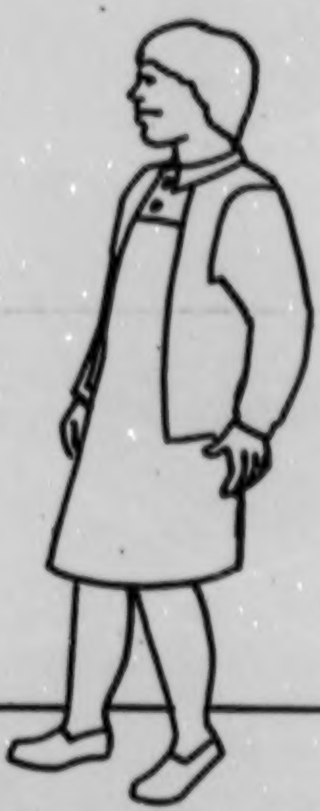
On your page are pictures of an eye doctor and a school nurse. Beneath their pictures are pictures of their tools. Draw a line from each tool to the worker who uses it.

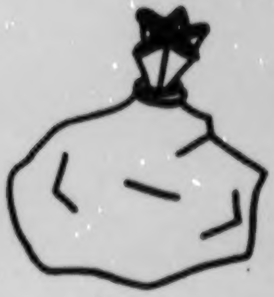
COMMENTS:

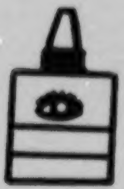
B-2 Eye Doctor/School Nurse Review

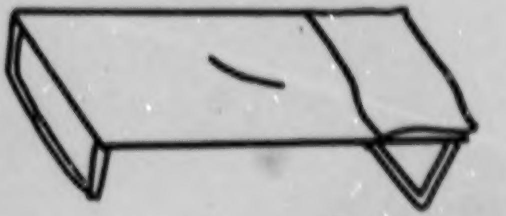
Draw a line from each tool to the worker who uses that tool.

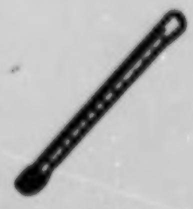


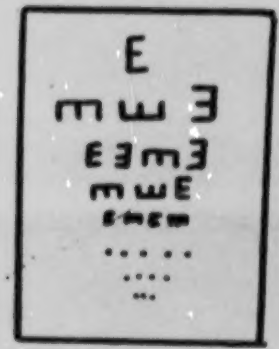


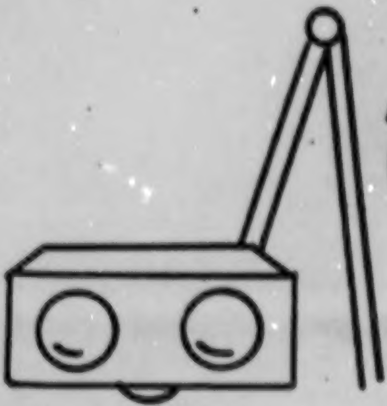


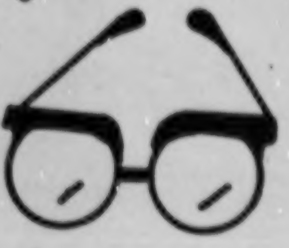












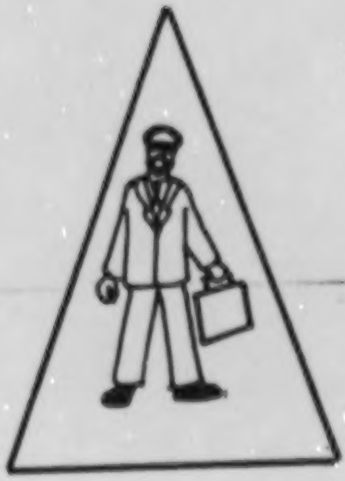
B-2 Health Cluster Review

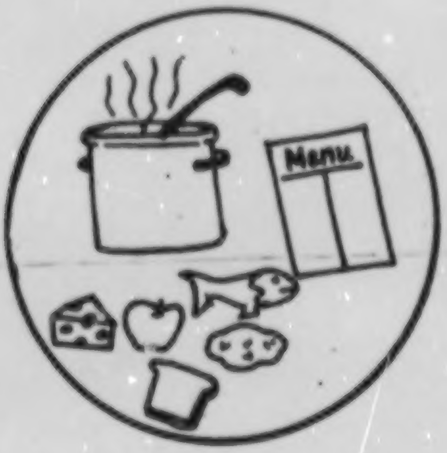
Draw a line from each worker to the set of tools that he or she uses. Then draw a line from the tools to the place where the worker works.

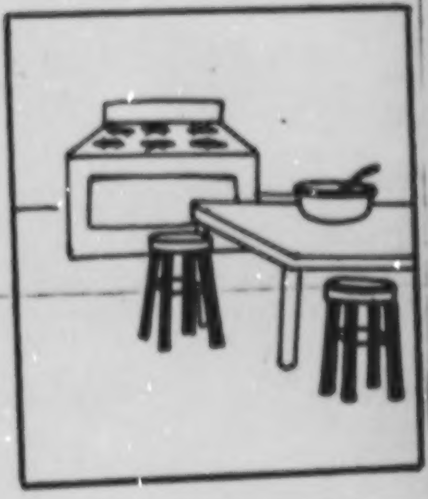
COMMENTS:

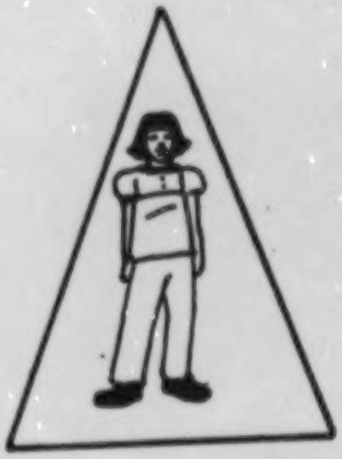
B-2 Health Cluster Review

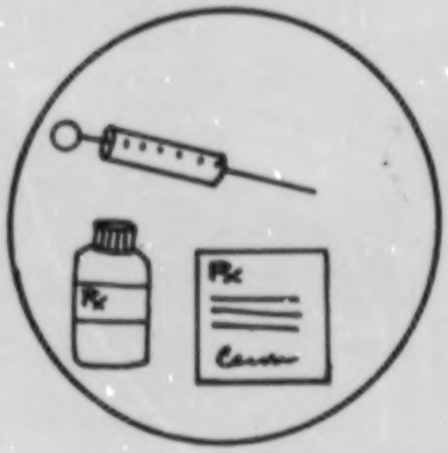
Draw a line from each worker to the set of tools that he or she uses. Then draw a line from the tools to the place where the worker works.

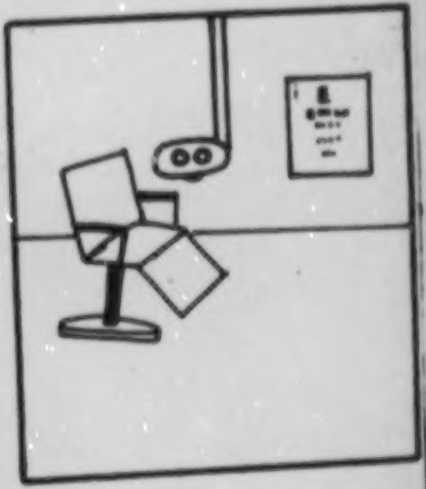


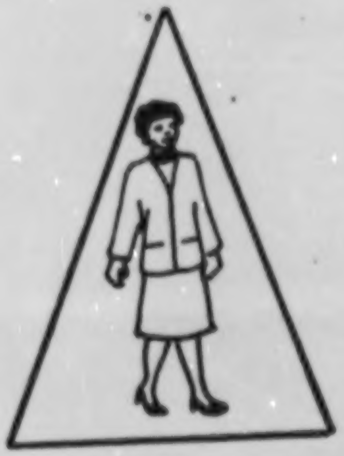


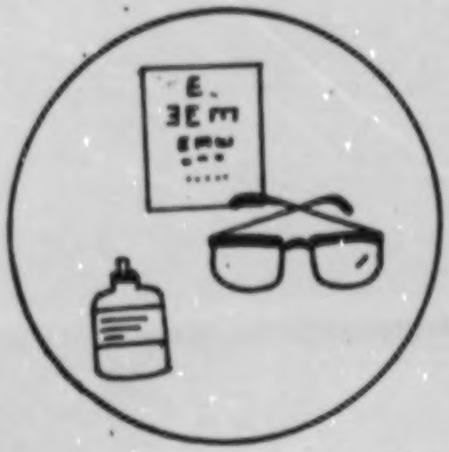


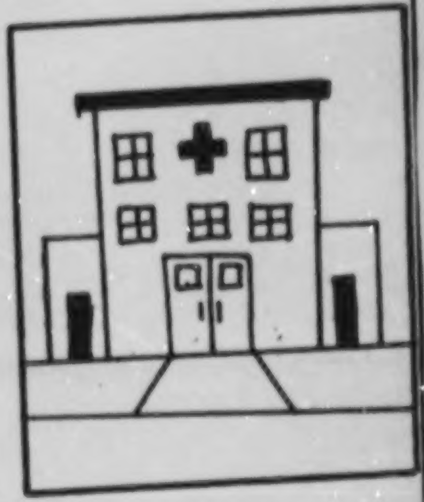












AMBULANCE

B-2 Personal Service Cluster

Draw a picture of your favorite worker in the personal service cluster. Include in your drawing at least one tool that worker would use.

COMMENTS:

75T

B-2 Personal Service Cluster

Draw a picture of your favorite worker in the personal service cluster. Include in your drawing at least one tool that worker would use.

B-2 Health Cluster

Draw a picture of your favorite worker in the health cluster. Include in your drawing at least one tool that worker would use.

COMMENTS:

76T

B-2 Health Cluster

Draw a picture of your favorite worker in the health cluster. Include in your drawing at least one tool that worker would use.

B 2

Pre Post

Treatment

Date________________

Control

Please Print

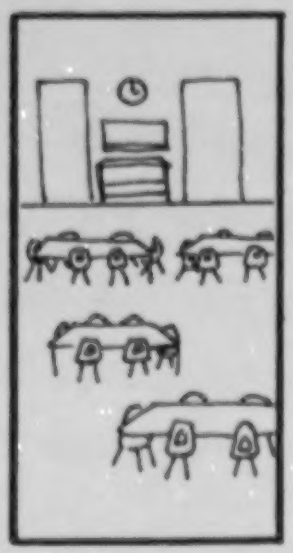
Name____
Last name First name Middle Initial

School__________________ Town__________________

Age_________Sex: Male______ Female_________

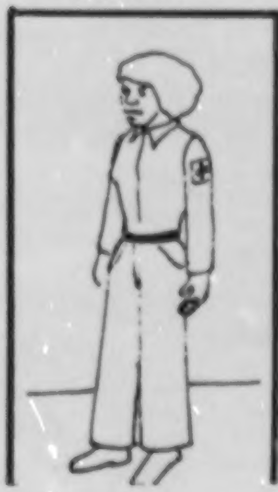
Reading level_________Instrument___________

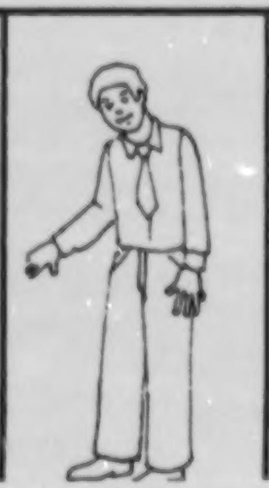
1. This is a picture of a school cafeteria.

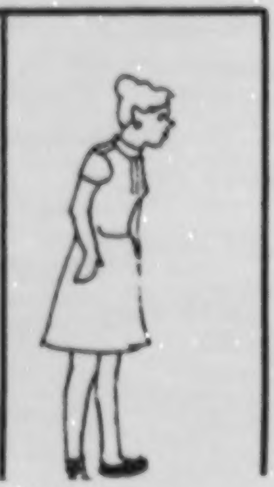


Which worker is most likely to be found working in a school cafeteria? Put a big X on the picture of the worker you choose.

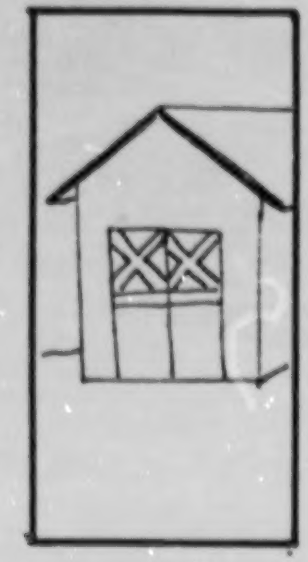
a. ambulance driver b. dietician c. waitress







2. This is a picture of a stable.



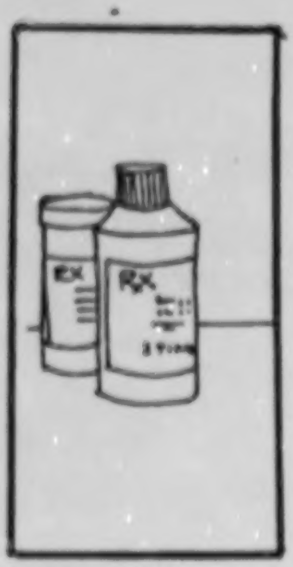
Which worker is most likely to be found working in a stable? Put a big X on the picture of the worker you choose.

a. barber/ hairdresser

b. blacksmith

c. gas station attendant

3. This is a picture of some medicine.



Which worker is allowed to decide to give medicine to a person who is sick? Put a big X on the picture of the worker you choose.

a. blacksmith

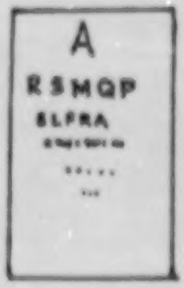
b. family doctor

c. school nurse

4. The worker in this picture is an eye doctor.

Which tool is an eye doctor most likely to use at work? Put a big X on the picture of the tool you choose.

a. chart



b. needle

c. stethoscope

5. The child in this picture is wiping spilled water off the top of a table.

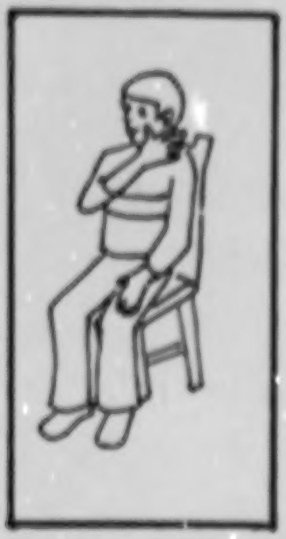
Which worker's job is most likely to include the task of wiping spilled water off the top of a table? Put a big X on the picture of the worker you choose.

a. children's doctor

b. dentist

c. waiter

6. The child in this picture has cavities that are hurting him.



Which worker's job is most likely to include the task of stopping the child's cavities from hurting? Put a big X on the picture of the worker you choose.

a. children's doctor

b. day care worker

c. dentist

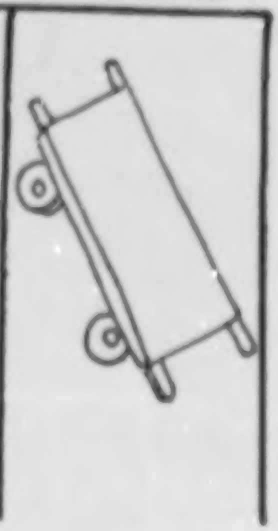
7. The worker in this picture is an ambulance driver.

Which tool is an ambulance driver most likely to use at work? Put a big X on the picture of the tool you choose.

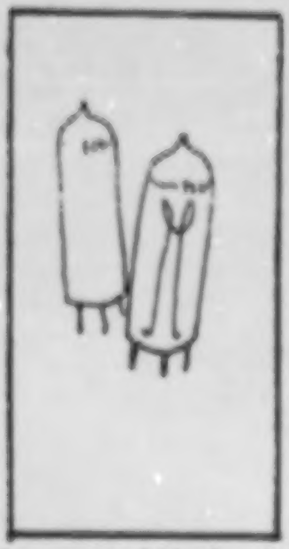
a. anvil

b. nails

c. stretcher



8. This is a picture of some tubes.



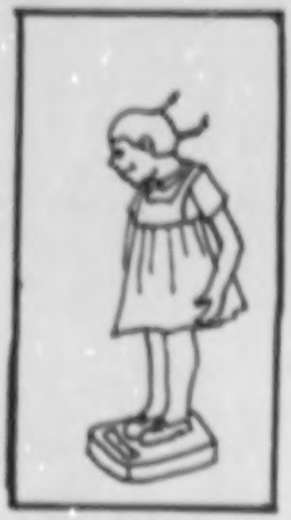
Which worker is most likely to use tubes at work? Put a big X on the picture of the worker you choose.

a. school nurse

b. T. V. repairer

c. waitress

9. The child in this picture is weighing herself.



Which worker's job is most likely to include the task of weighing a child? Put a big X on the picture of the worker you choose.

a. barber

b. children's doctor

c. dentist

10. This is a picture of a cash register.

Which worker is most likely to use a cash register on the job. Put a big X on the picture of the worker you choose.

a. dietician

b. family doctor

c. gas station attendant

11. The child in this picture is using a jump rope.

Which worker's tools and equipment are most likely to include jump ropes for children to use? Put a big X on the picture of the worker you choose.

a. ambulance driver

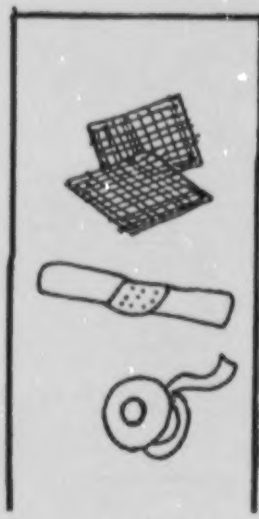
b. day care worker

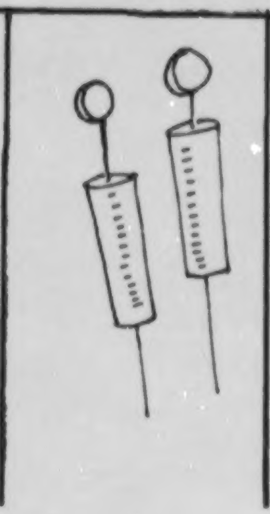
c. dentist

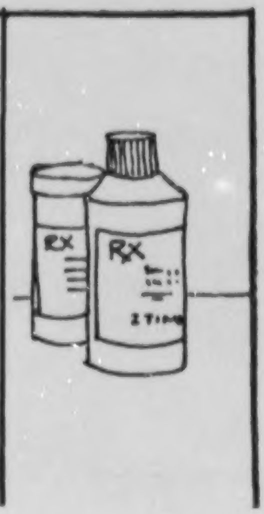
12. The worker in this picture is a school nurse.

Which tools are most likely used by a school nurse at work? Put a big X on the picture of the tools you choose.

a. bandages b. needles c. medicine







13. This child is eating a meal that contains food from the 4 food groups.

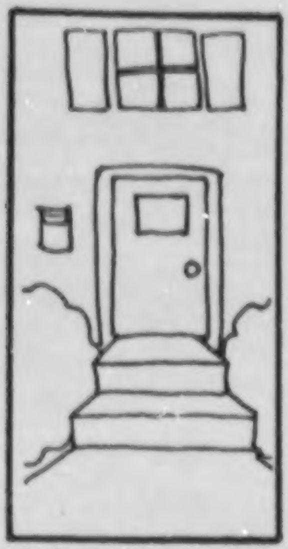
Which worker's job is most likely to include the task of planning meals that contain food from the 4 food groups. Put a big X on the picture of the worker you choose.

a. dietician

b. eye doctor

c. waitress

14. This is a picture of someone's home.



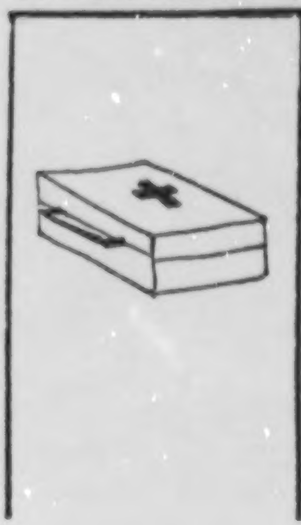
Which worker's job is most likely to include the task of going to someone's home? Put a big X on the picture of the worker you choose.

a. blacksmith b. dietician c. TV repairer

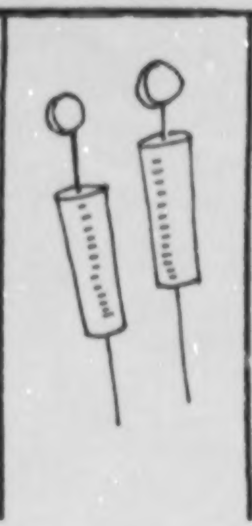
15. The worker in this picture is a barber.

Which tool is a barber most likely to use on the job? Put a big X on the picture of the tool you choose.

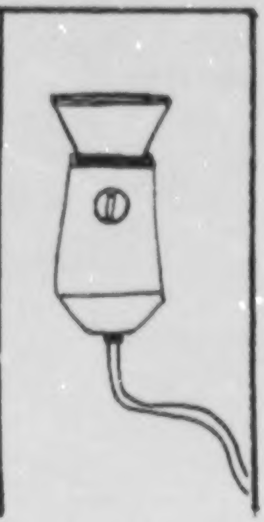
a. first aid kit



b. needle



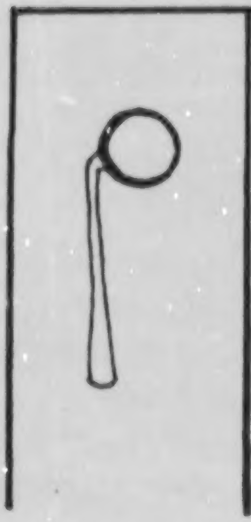
c. razor

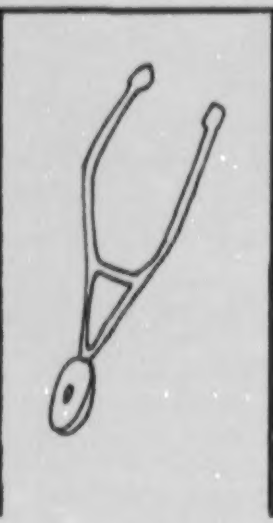


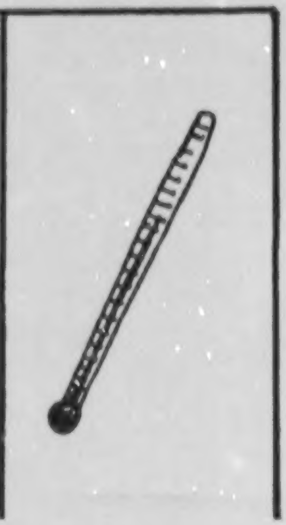
16. The worker in this picture is a dentist.

Which tool is a dentist most likely to use at work? Put a big X on the picture of the tool you choose.

a. mirror b. stethoscope c. thermometer







17. This is a picture of a wrench.

Which worker is most likely to use a wrench on the job? Put a big X on the picture of the worker you choose.

a. blacksmith

b. day care worker

c. gas station attendant

18. The child in this picture is washing his hair.

Which worker's job is most likely to include the task of washing someone's hair? Put a big X on the picture of the worker you choose.

a. barber

b. children's doctor

c. day care worker

19. The child in this picture values keeping her body healthy.

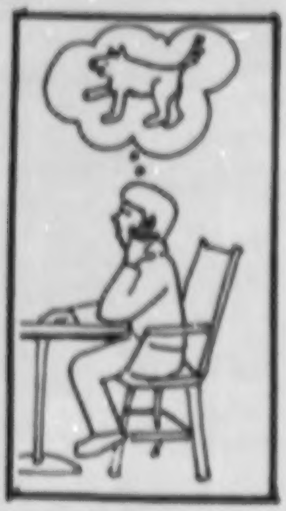
One of the meals pictured below contains food from all 4 food groups? Which meal will the girl choose? Put a big X on the picture of the meal you think the girl will choose.

a. chicken with a potato, a green salad, & a glass of iced tea with lemon.

b. hamburger on a roll with french fries, a pickle, & a glass of water.

c. spaghetti with tomato sauce & meatballs, with a glass of milk.

20. The boy in this picture has the goal of owning a dog.



Which picture shows what is most likely the boy's best planning step? Put a big X on the picture you choose.

a. finding out how much free time he has.

b. with a friend who has a mother dog and pups.

c. working for a neighbor to earn money.

Student Activities

B2-DMGA-1

Friendship Tree

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

Directions:

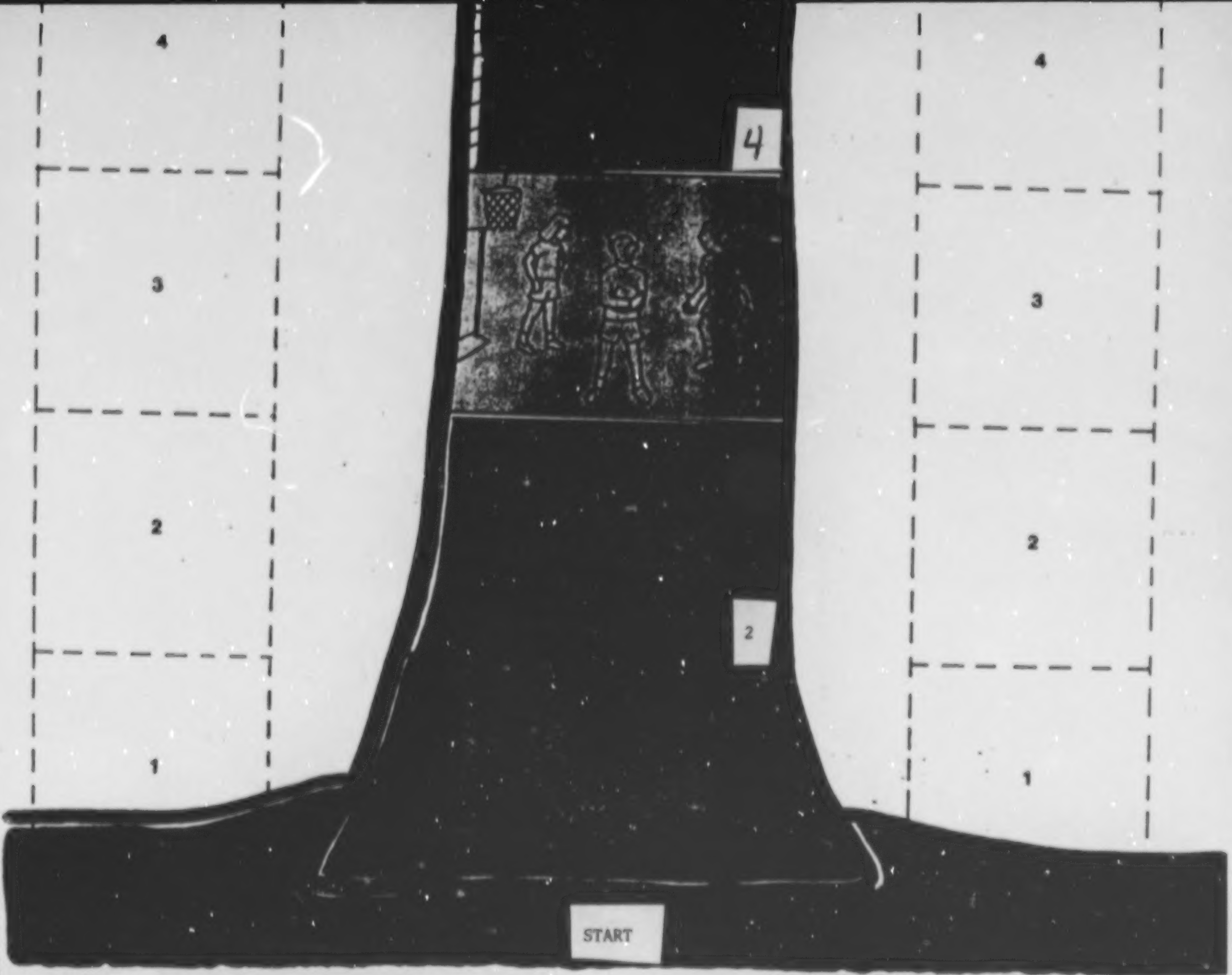
1. Each player divides a deck of cards into 5 piles: place #1 cards, #2 cards, etc. next to #1, #2, etc. board spaces.
2. Flip a coin: "heads"--move 1 board space, "tails"--move 2 board spaces.
3. Choose 1 person in board space as a "friend," take that card from own deck and place it on your side of treetop.
4. Game ends when both players reach treetop. Player who reaches treetop first continues to flip coin, and with "heads," chooses and places a card from own deck in treetop.
5. When both players reach treetop, the player with the most "friend" cards in treetop wins.

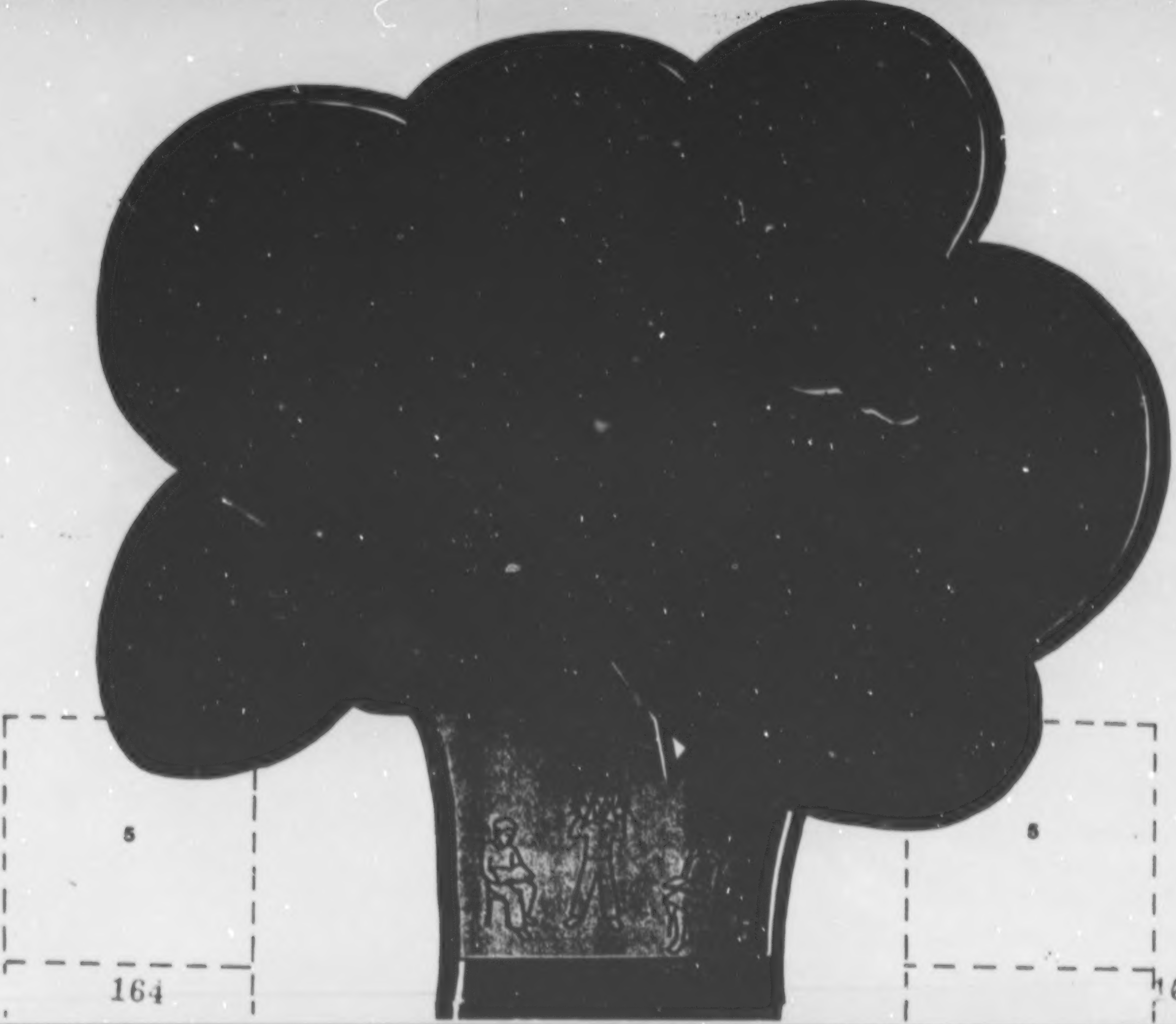
Materials:

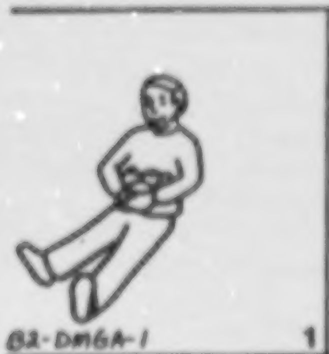
Included:
Game board
2 Sets of 16 "friend" cards

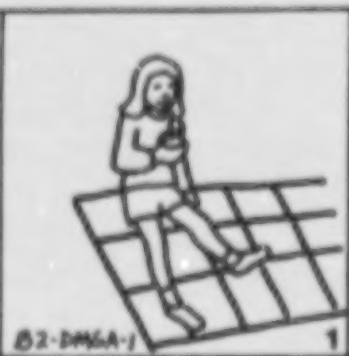
Needed:
Coin
Buttons, for markers

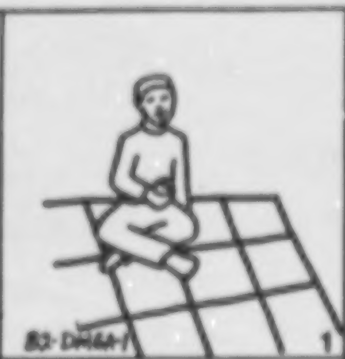
[1983]

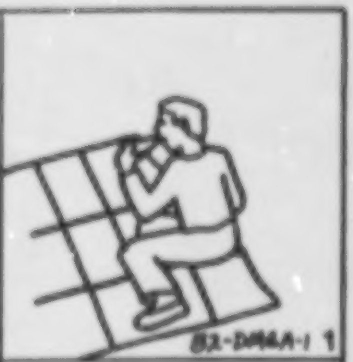

4
3
2
1
4
2
START
4
3
2
1

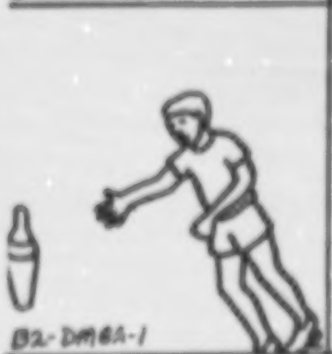

5
5

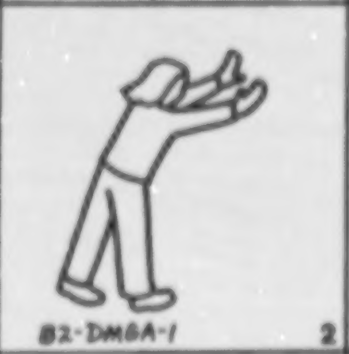


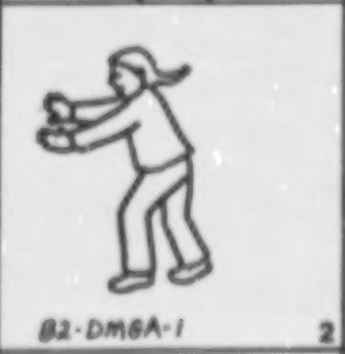


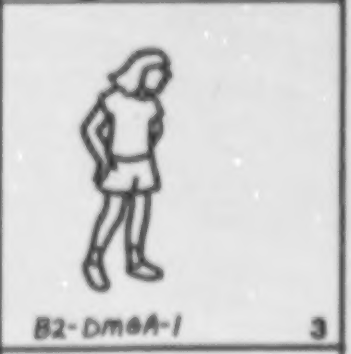


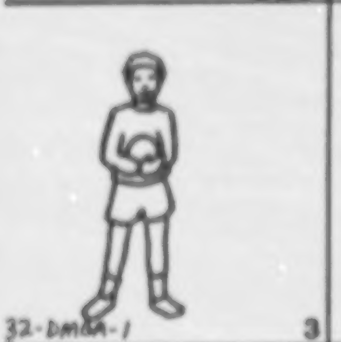


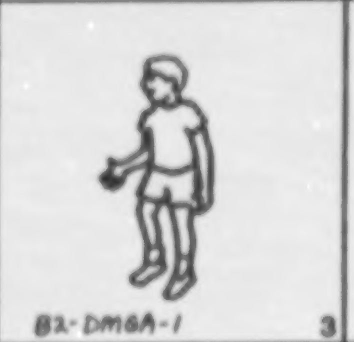


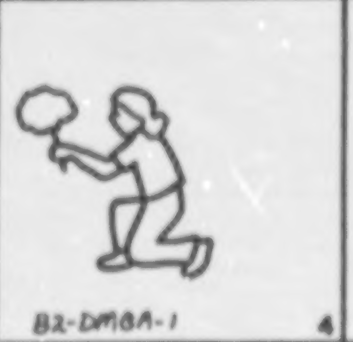


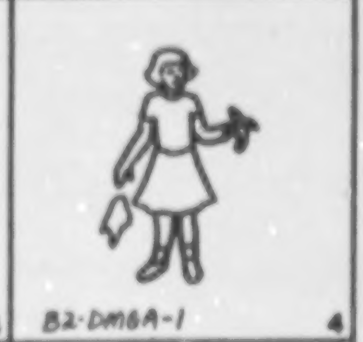


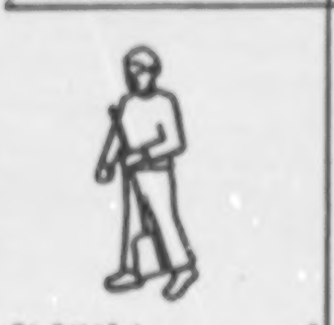


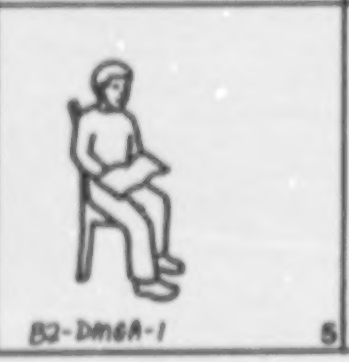


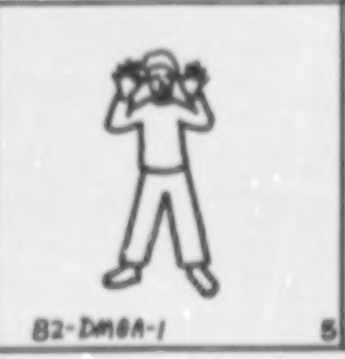


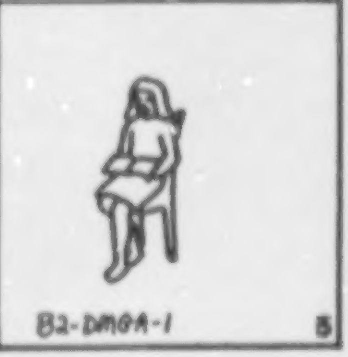










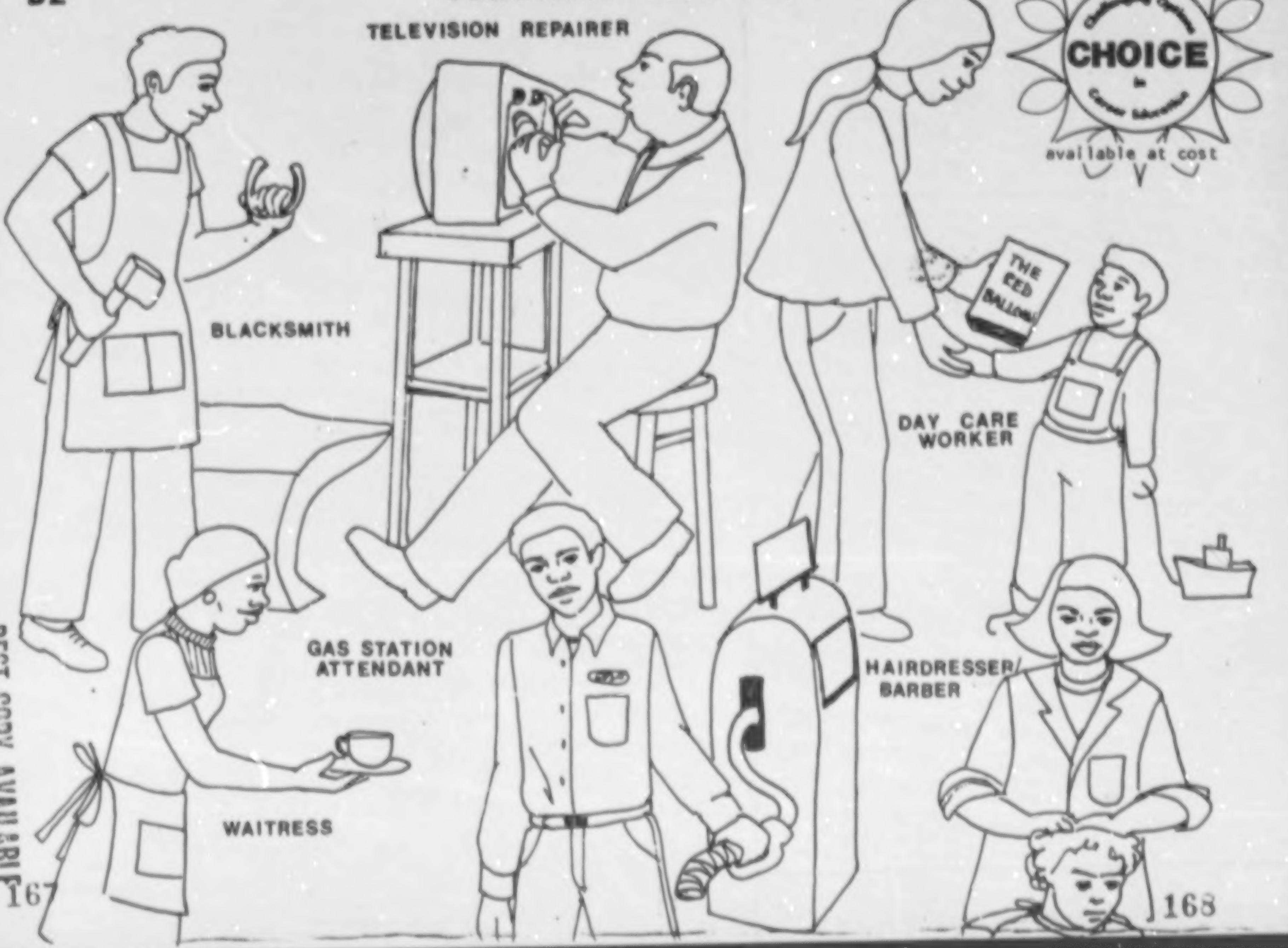


✂ cut out sixteen cards on vertical and horizontal lines

B2

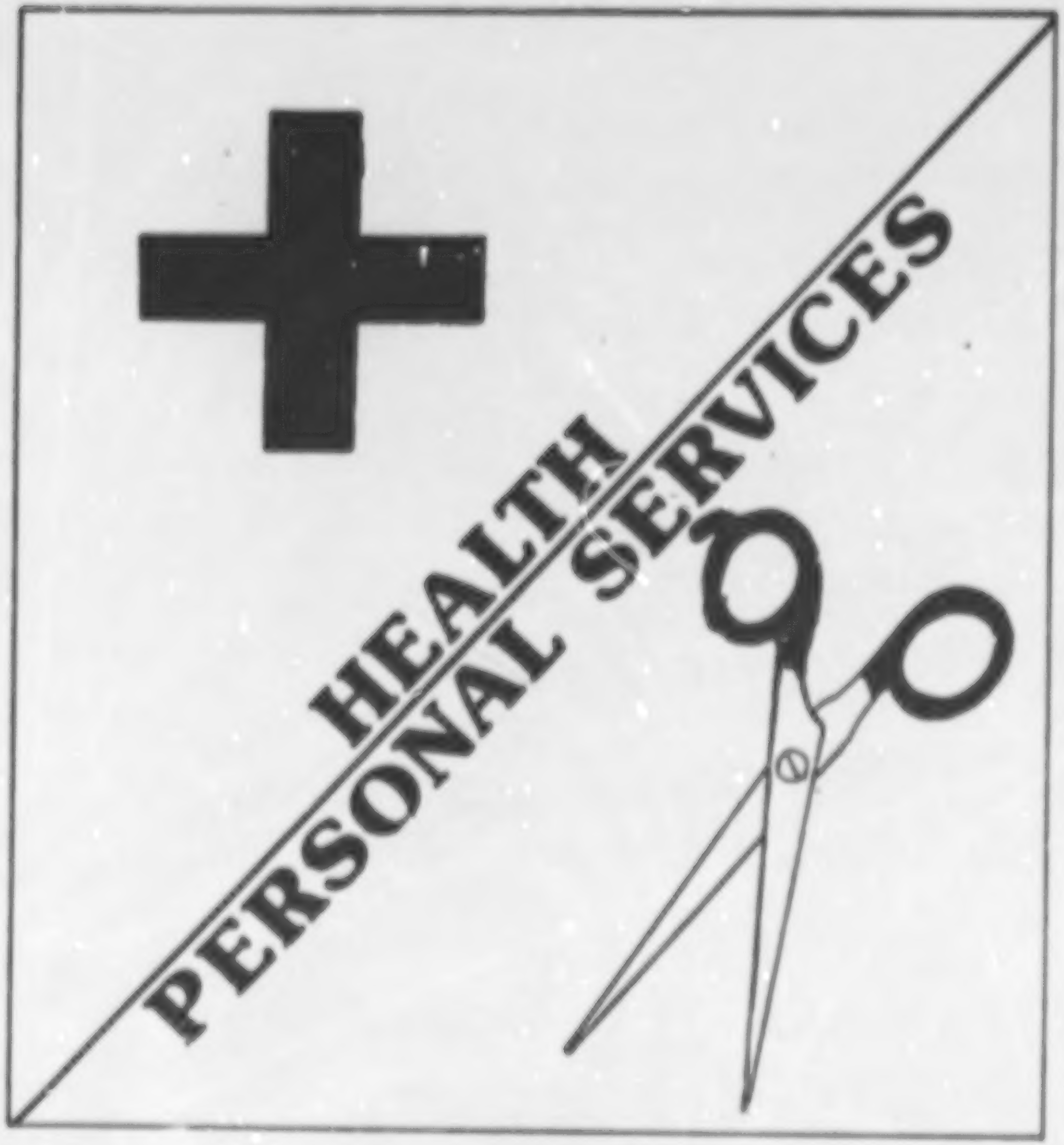
PERSONAL SERVICES

additional copies
CHOICE
Challenging Options in Career Education
available at cost



B2-DMGA-2

Who Can Help?



Directions:

Point to worker who can help solve each problem.

Materials:

Included:
Titled pictures

Needed:
None

car needs gas

blacksmith

dentist

gas station attendant

children fighting

day care worker

family doctor

televison repairer

horse needs a shoe

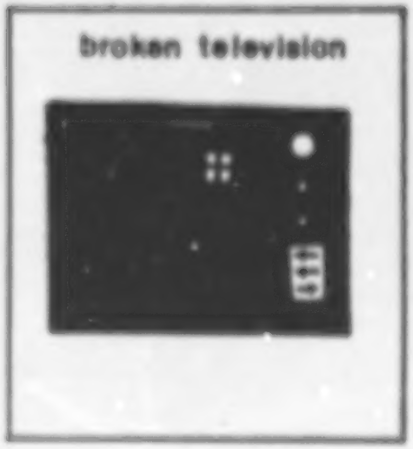
ambulance driver

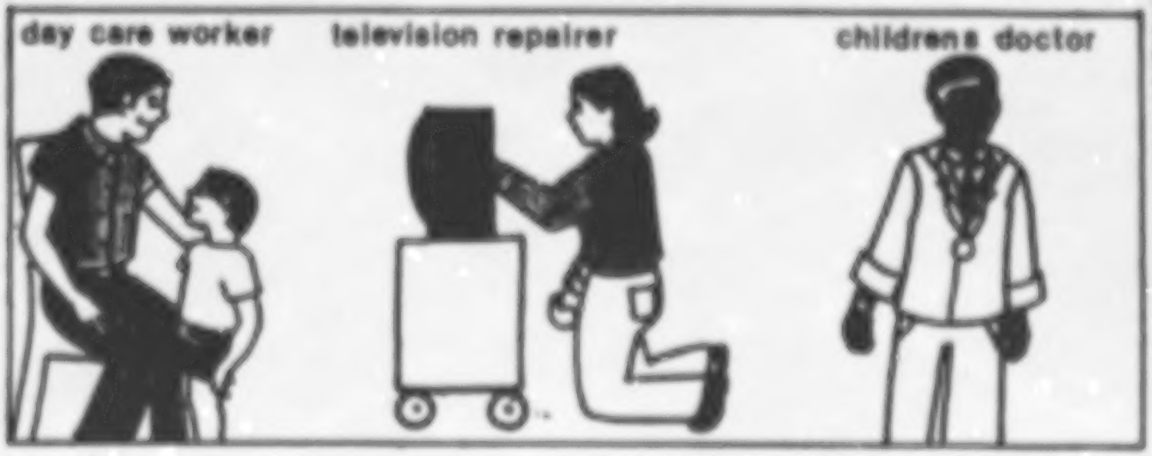
hair stylist

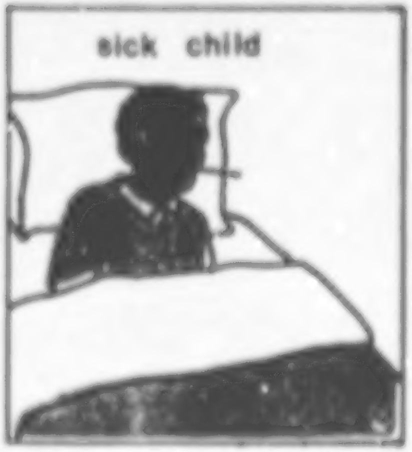
blacksmith

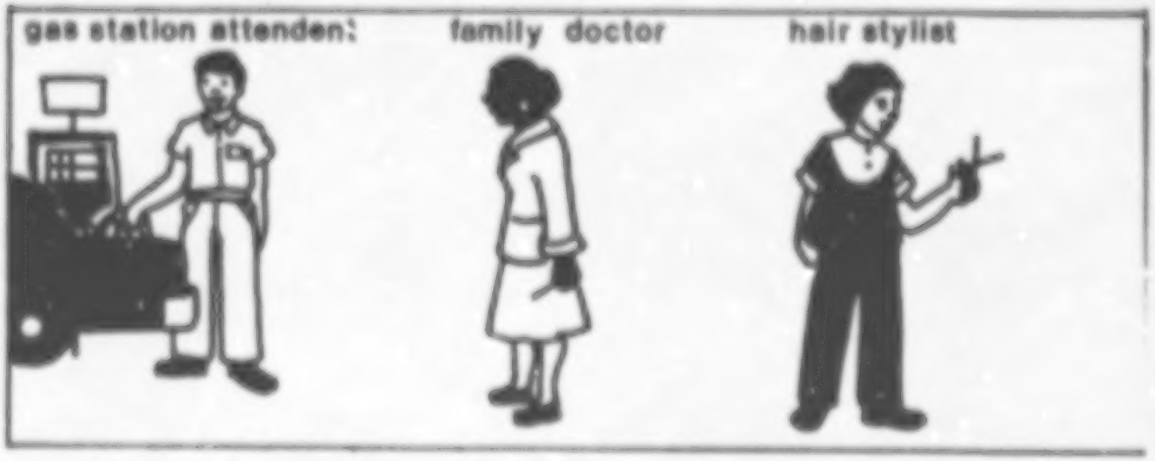
PROBLEM

WHO CAN HELP?



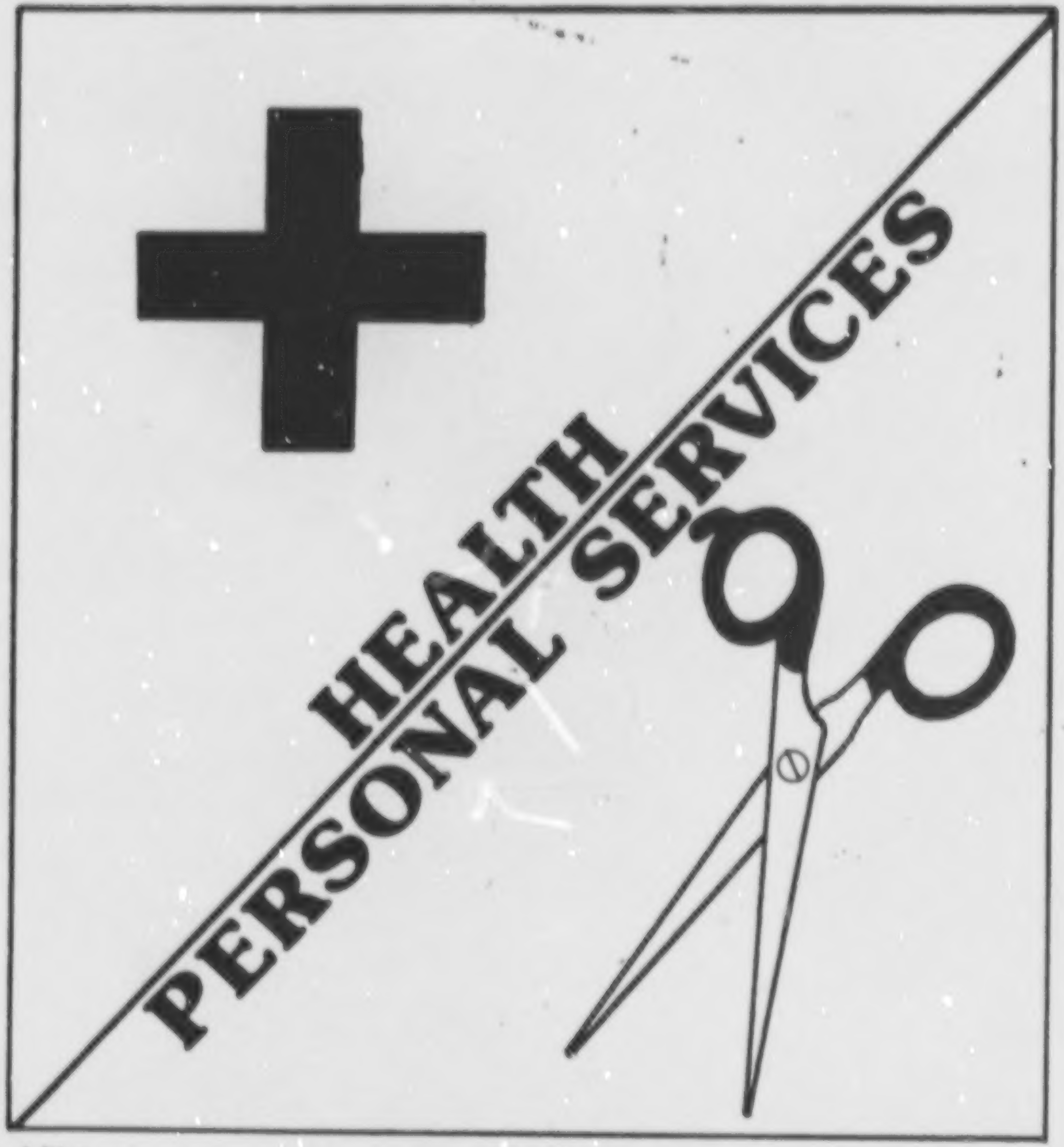






B2-DMGA-3

Goals 1, 2, 3



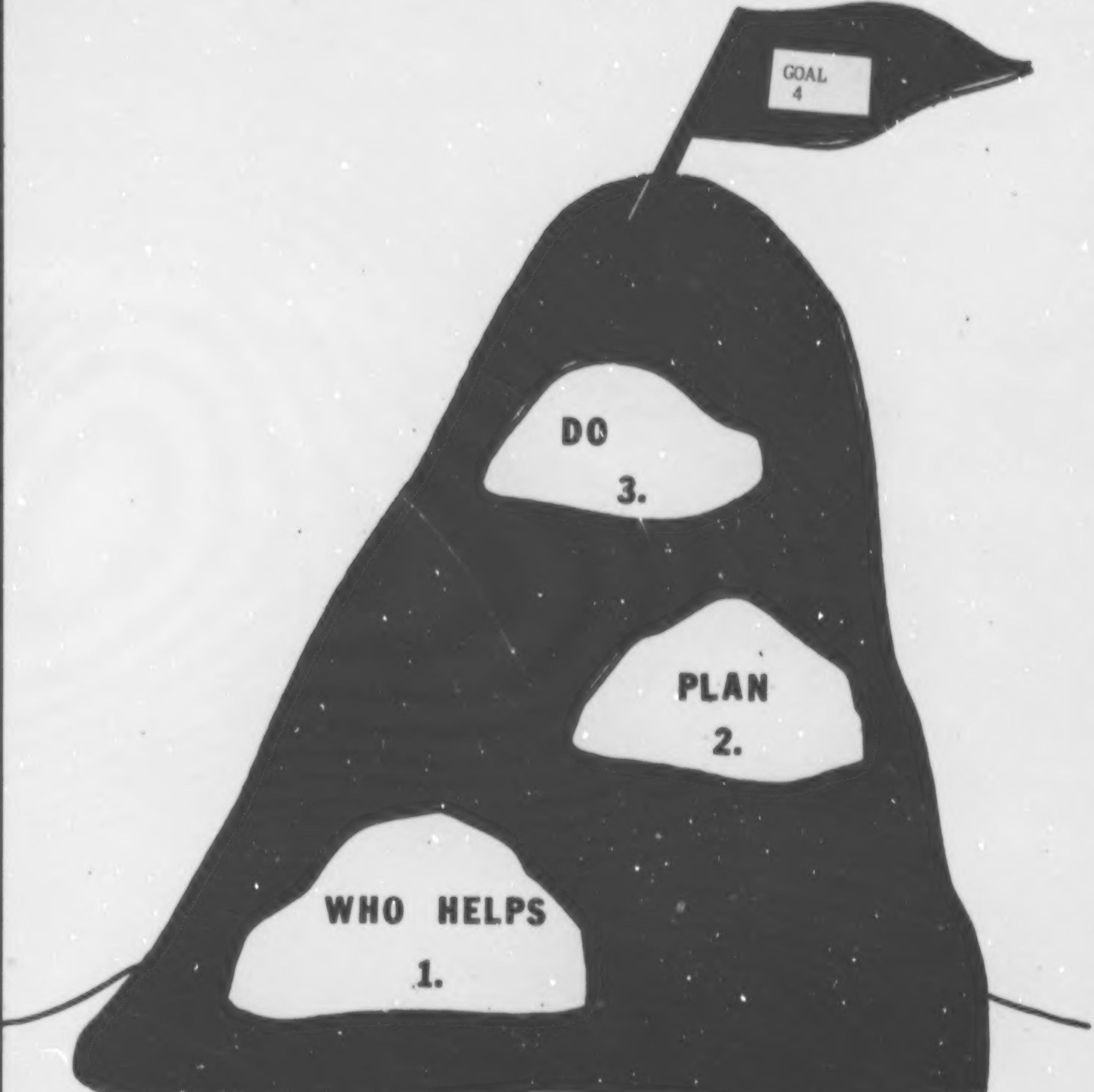
Directions:

Put cards on correct spaces on mountain.

Materials:

Included:
Game board
12 Cards

Needed:
None


GOAL
4
DO
3.
PLAN
2.
WHO HELPS
1.

I

B2-DM6A-3

Ask gym teacher about borrowing a kick ball.

I

B2-DM6A-3

Find out which friends want to play kick ball.

I

B2-DM6A-3

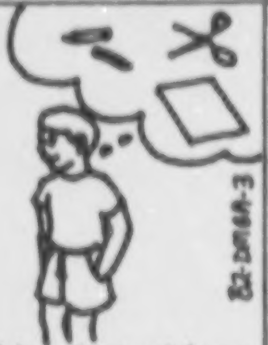
Get together with friends to practice kick ball.

II

B2-DM6A-3

Ask Mother how to make a card.

II


B2-DM6A-3

Decide what things you need to make a card.

II

B2-DM6A-3

Cut and paste paper to make a card.

III

B2-DM6A-3

Ask brother to help with a surprise party..

III

B2-DM6A-3

Write a list of everything you need for a party.

III

B2-DM6A-3

Shop for party needs.

I

B2-DM6A-3

GOAL: have a game of kick ball.

II

B2-DM6A-3

GOAL: make a card.

III

B2-DM6A-3

GOAL: have a surprise birthday party.

✂ cut out twelve cards on vertical and horizontal lines

GOAL-ATTAINING MOUNTAIN
CARD GAME

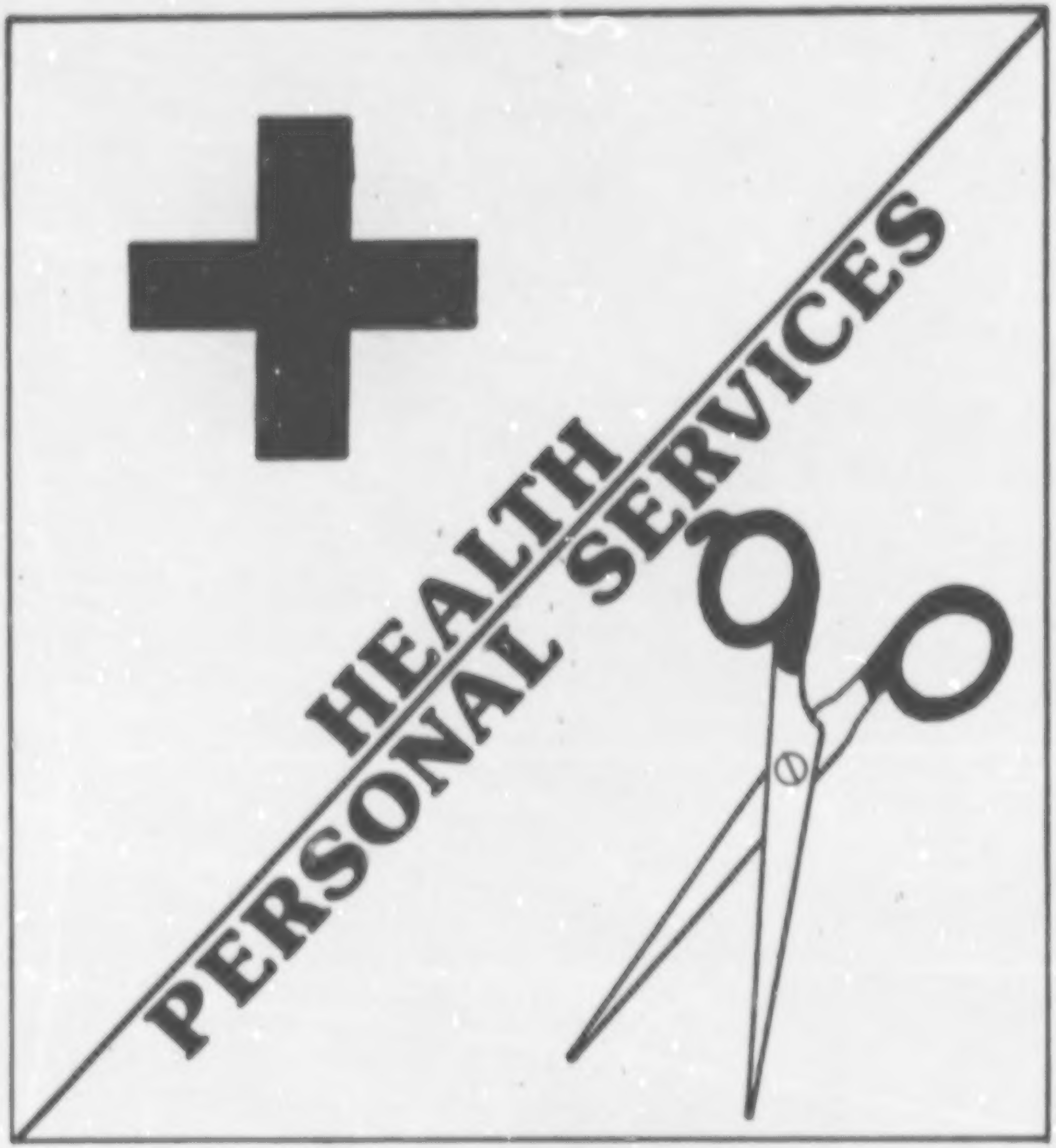
have a kick ball game

make a card

have a surprise
birthday party

B2-DMGA-4

Goals 4, 5, 6



Directions:

Put cards on correct spaces on mountain. (Use goal-attaining mountain from B2-DMGA-3).

Materials:

Included:
12 Cards

Needed:
Game board (from B2-DMGA-3)

Ask a blacksmith for help.

Watch blacksmith and practice.

Choose days to work with blacksmith.

Ask a teacher about TV repair classes.

Decide what time to take repair classes.

Practice repairing TV's in class.

Ask doctor how long she went to school.

Find out how much school costs.

Go to school to become a doctor.

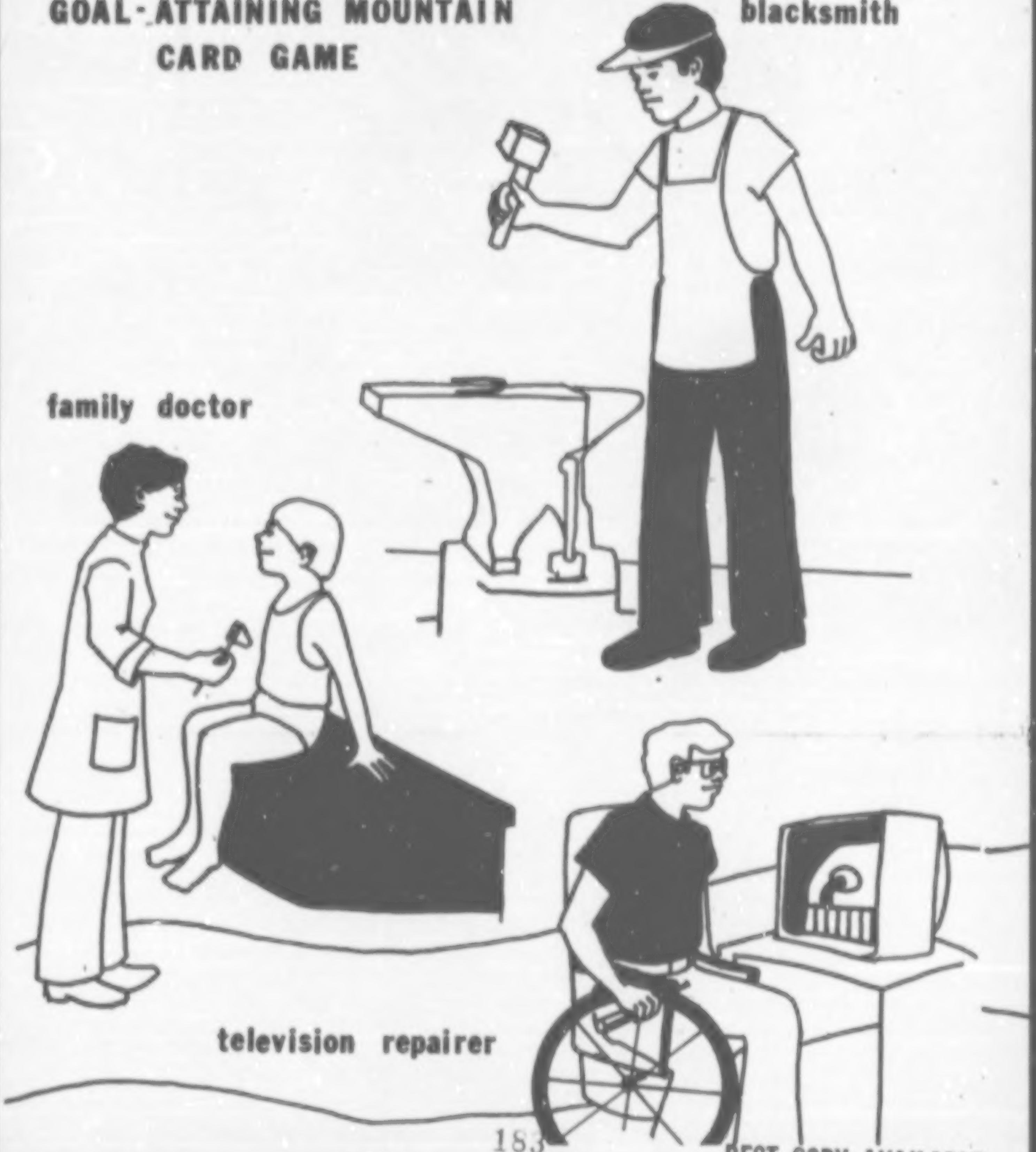
GOAL: become a family doctor.

GOAL: become a TV repairer.

GOAL: become a blacksmith.

✂ cut out twelve cards on vertical and horizontal lines

GOAL-ATTAINING MOUNTAIN CARD GAME



Level B2

HEALTH

additional copies
Challenging Options
CHOICE
in
Career Education
available at cost

B2-J&R-1

Personal Service Worker Stories

Directions:

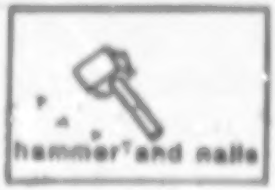
Read stories.

Materials:

Included:
Stories
Pictures

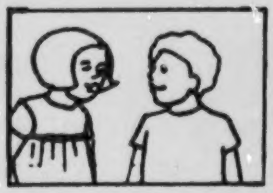
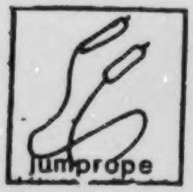
Needed:
None

BELLE GETS SHOES

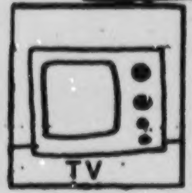
This is Ricky . This is Belle . Belle is Ricky's pony. Belle needs . This is Mary Mary is a blacksmith. Mary works in a stable . Ricky takes Belle to the blacksmith's stable. Mary uses an and hammer and to make shoes for Belle. Mary uses a  to put the shoes on Belle. Ricky rides Belle home.

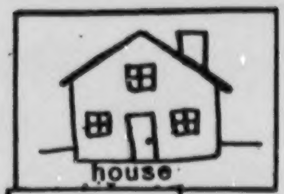
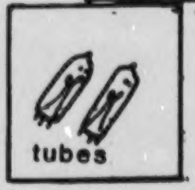
ABBY LEARNS A NEW GAME

This is Abby . This is Stan . Stan is a day care worker. Stan works at a day care center.

Stan takes care of Abby and other while their parents are at work. Stan shows all the children how to play games and share toys. Abby wants to play with the jumprope.  want the jumprope too. Stan shows Abby, Doris, and Fozia a new game with the . Abby, Doris, and Fozia share the jumprope .

BEN SEES "TOM AND JERRY"

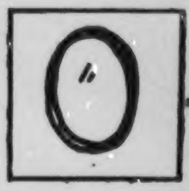
This is Ben . Ben wants to watch cartoons on TV. Ben's  is broken. This is Jan . Jan is a TV repairer.

Jan goes to Ben's . Jan takes her with her. Jan uses a to take the back off Ben's TV. Jan puts some new  in Ben's TV. Ben watches "Tom and Jerry" on TV. Jan goes back to her .

HARRY GETS A HAIRCUT

This is Harry . His hair is very long. This is Sue . Sue is a barber. She works in the

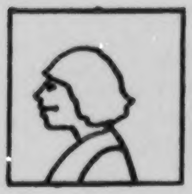
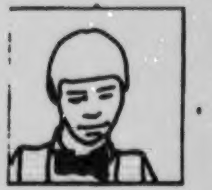
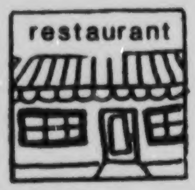
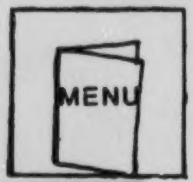
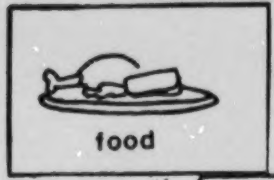
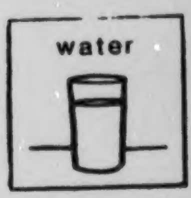
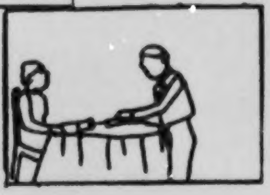
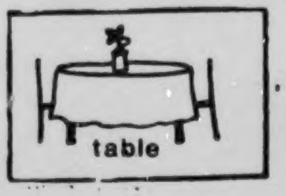
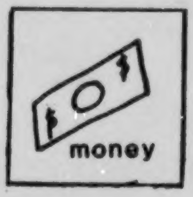
Harry goes to the barbershop. Sue washes Harry's hair

Sue uses a razor and scissors and comb to cut and style Harry's hair. Harry looks at himself in a mirror 

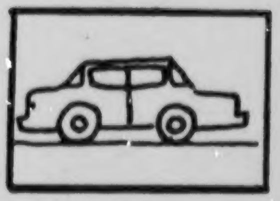
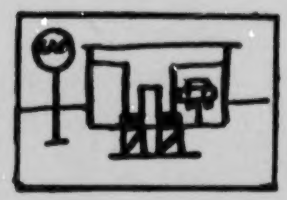
He likes the way he looks.

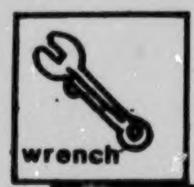
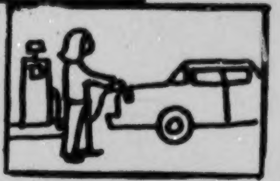
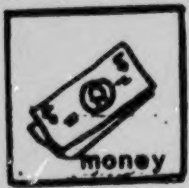
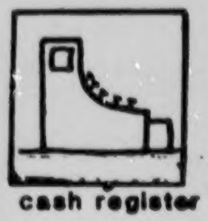
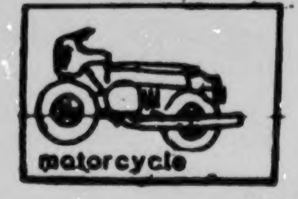
* * A Barber is also called a Hairstylist or a Hairdresser * *

TINA EATS OUT

This is Tina . Tina is hungry. This is Roy . Roy is a waiter. Roy works in a . Tina goes into the restaurant. Tina reads the  and tells Roy what she wants to eat. Roy brings the  to Tina. Tina spills her . Roy wipes up the spilled water . Tina says "thank you." Tina eats all of her food. Roy cleans off the . Tina pays Roy some . Roy says "thank you."

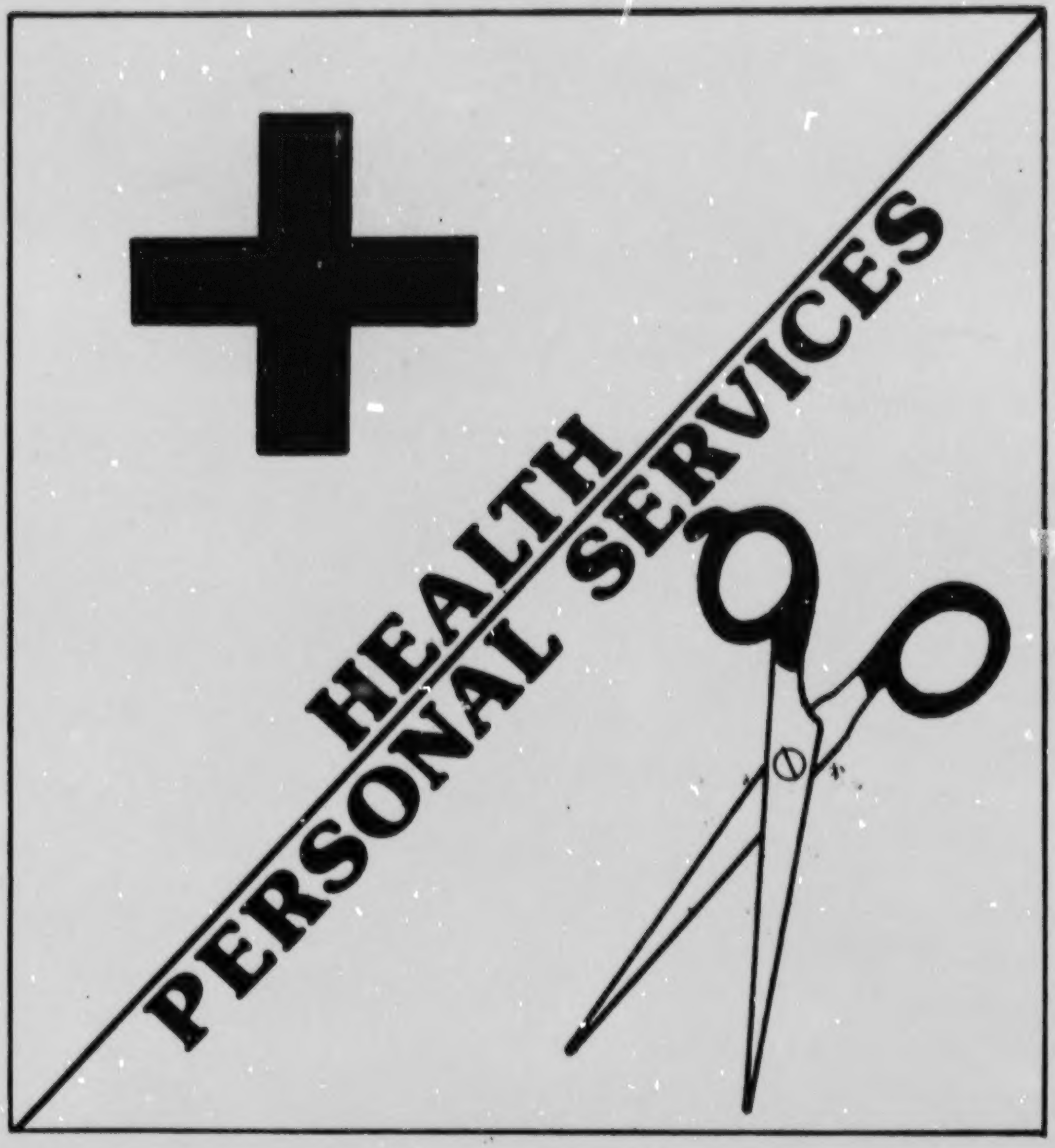
MIKE GOES TO THE RACES

This is Mike . This is Mike's car . Mike's car will not go. This is Maria . Maria works at the gas station . Maria is a gas station attendant.

Maria uses a  to fix the engine in Mike's car. Then Maria pumps gas  into Mike's car. Mike pays Maria for the gas. Maria puts the  in a . Mike drives his car to the  race track.

B2-J&R-2

Who Can Help?



Directions:

1. Read problem and choose worker who can help.
2. Put blank cards over pictures of workers who cannot help.

Materials:

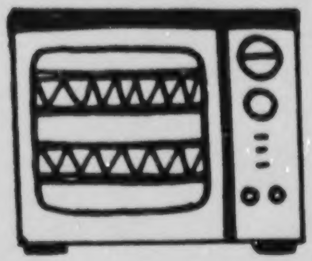
Included:
  Text
  Pictures
  12 Cover cards

Needed:
  None

PROBLEM

HELPER

broken TV

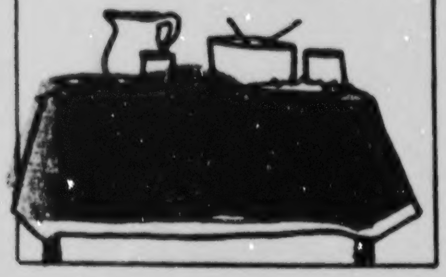


day care worker

TV repairer

gas station attendan

dirty dishes



day care worker

gas station attendant

waiter

needs a haircut

gas station attendant

barber

blacksmith

B2-J&R-2	B2-J&R-2	B2-J&R-2	B2-J&R-2
B2-J&R-2	B2-J&R-2	B2-J&R-2	B2-J&R-2
B2-J&R-2	B2-J&R-2	B2-J&R-2	B2-J&R-2

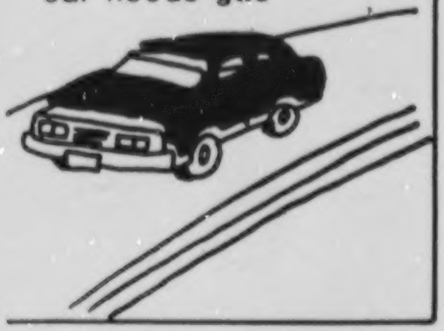
12 cover cards for B2-J+R-2

✂ cut out cards on solid vertical and horizontal lines

PROBLEM

HELPER

car needs gas

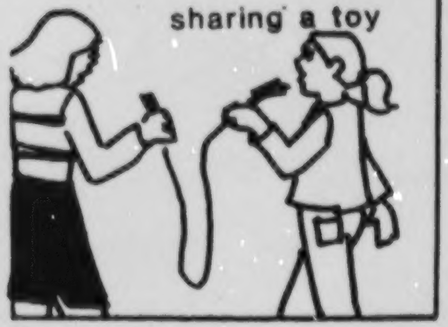


blacksmith

waiter

gas station attendant

children are not sharing a toy

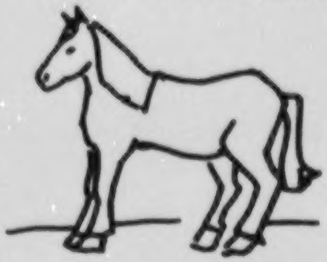


day care worker

TV repairer

waitress

horse needs shoes



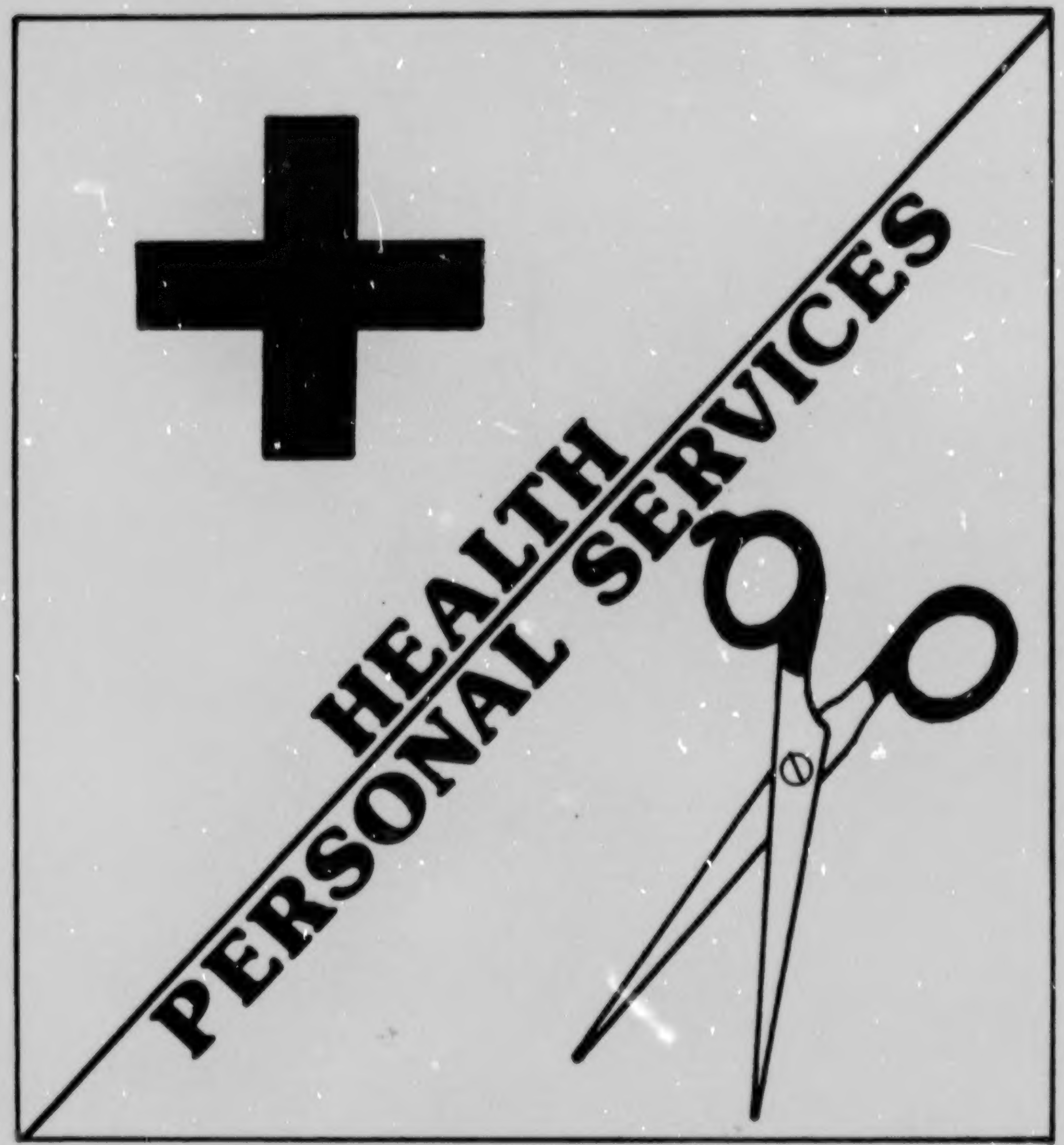
gas station attendant

barber

blacksmith

B2-J&R-3

Tool Fishing



Directions:

1. Attach magnet to stick with string. Then attach one paper clip to each tool "fish" and put tool "fish" face-down in pond.
2. Take turns "fishing"; name each tool and worker who uses it.

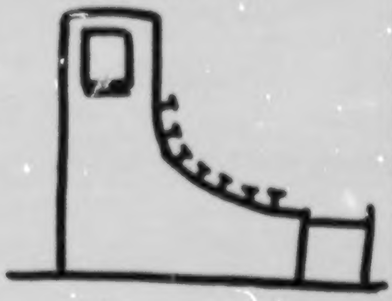
Materials:

Included:
- Game board
- 20 Tool "fish" cards

Needed:
- 8" Stick (for fishing)
- Magnet (for fishhook)
- String (to attach magnet to stick)
- 20 Paper clips (for "fish")

[redacted]

cash register

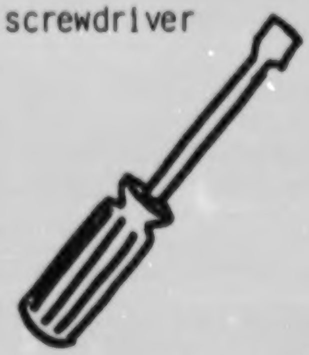


B2-J&R-3

TV tubes

B2-J&R-3

screwdriver



B2-J&R-3

tool box

B2-J&R-3

sponge

B2-J&R-3

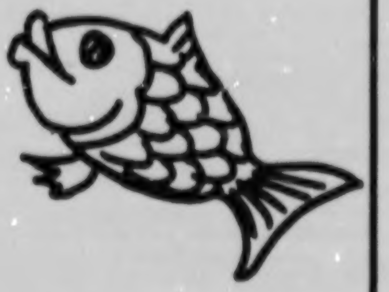
menu

B2-J&R-3

food

B2-J&R-3

fish



B2-J&R-3

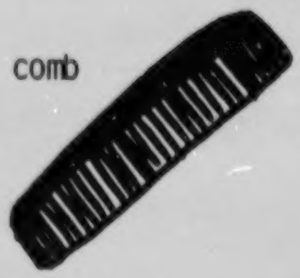
✂ cut out eight cards along vertical and horizontal lines razor

B2-J&R-3

scissors

B2-J&R-3

comb



B2-J&R-3

horseshoe

B2-J&R-3

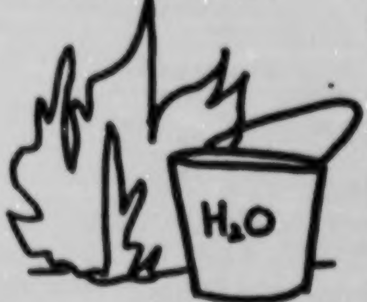
hammer and nails

B2-J&R-3

anvil

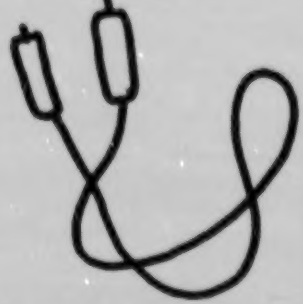
B2-J&R-3

fire and water



B2-J&R-3

jump rope



B2-J&R-3

books

B2-J&R-3

gas pump B2-J&R-3

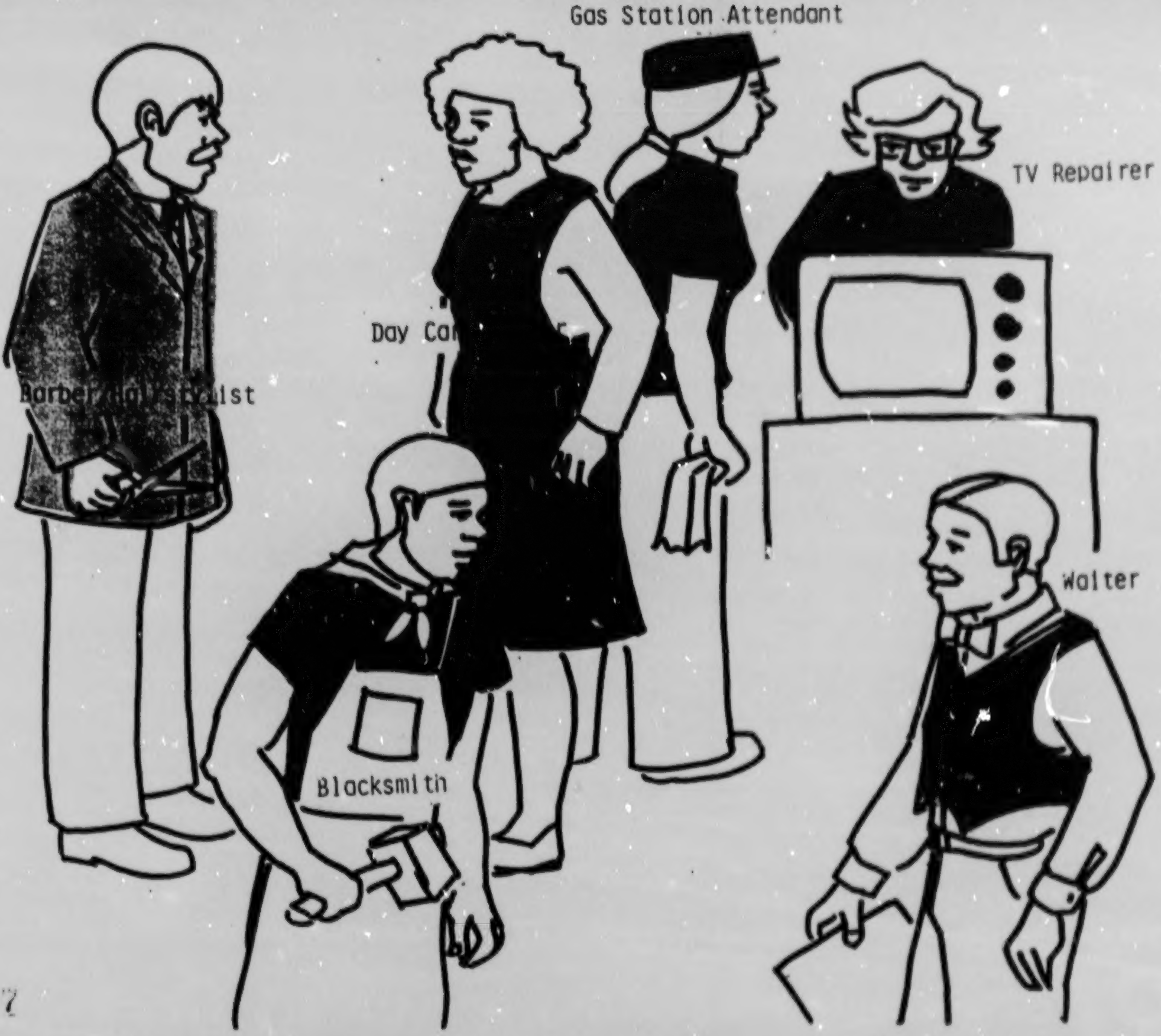
wrench

B2-J&R-3

tire

B2-J&R-3

✂ cut out twelve cards on vertical and horizontal lines


Gas Station Attendant
TV Repairer
Day Ca
Barber/Hairstylist
Blacksmith
Waiter

B2-J&R-4

Worker-building Match-ups

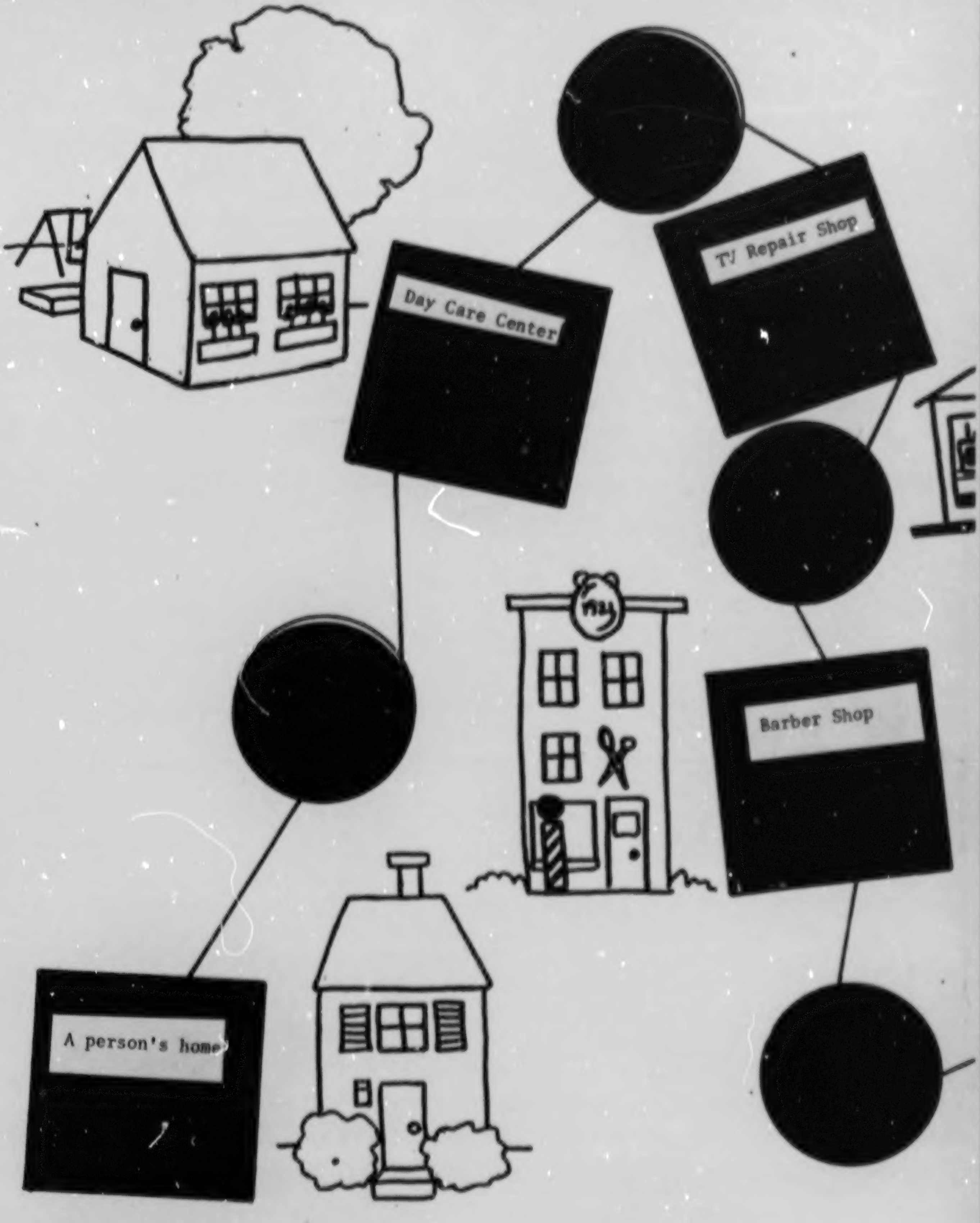
Directions:

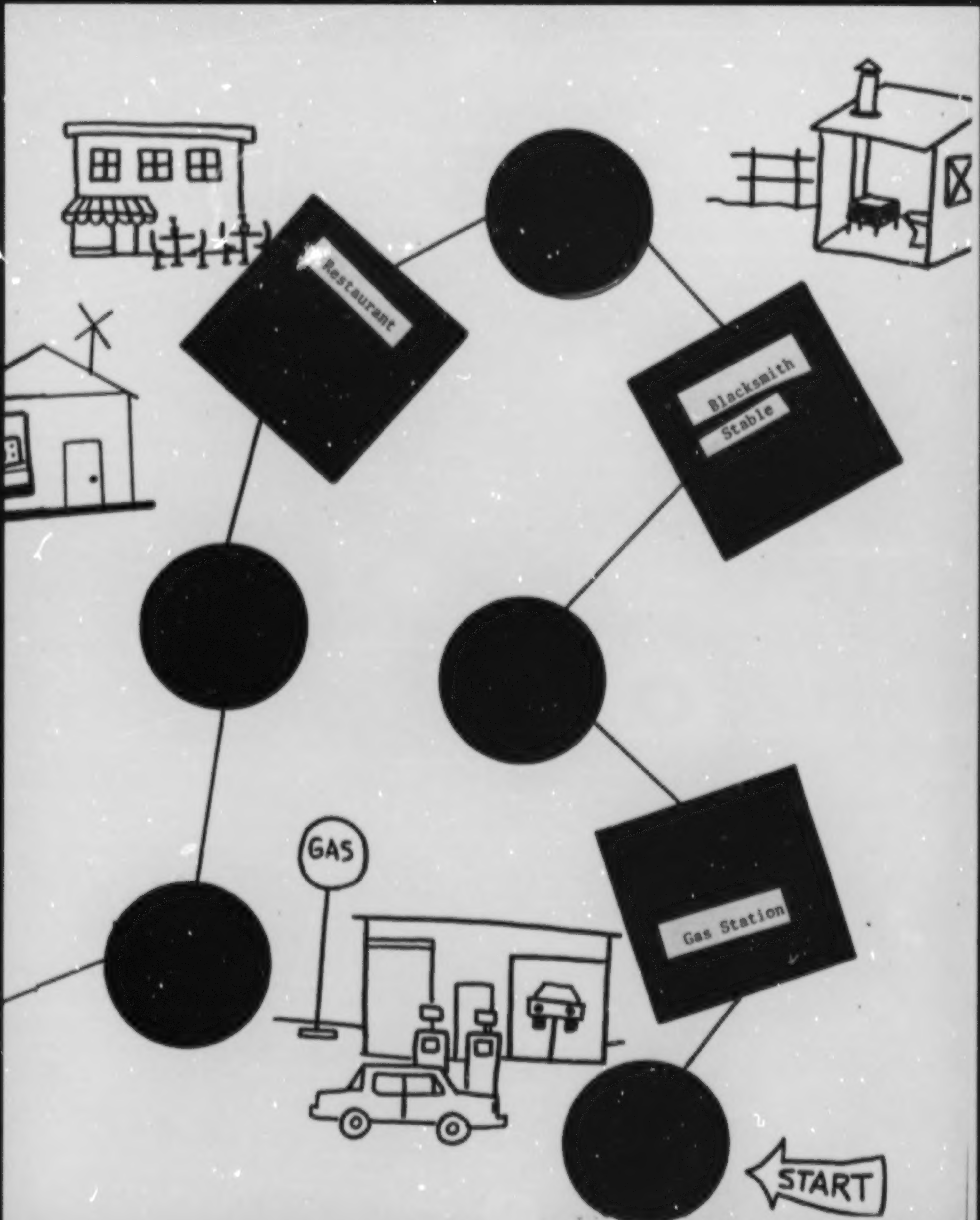
1. Players each get one set of workers.
2. Take turns rolling die and moving; discard worker when land on work place space.
3. Winner is first player to discard all workers.

Materials:

Included:
Game board
3 Sets of worker figures
(6 in a set)

Needed:
None


Day Care Center
TV Repair Shop
Barber Shop
A person's home

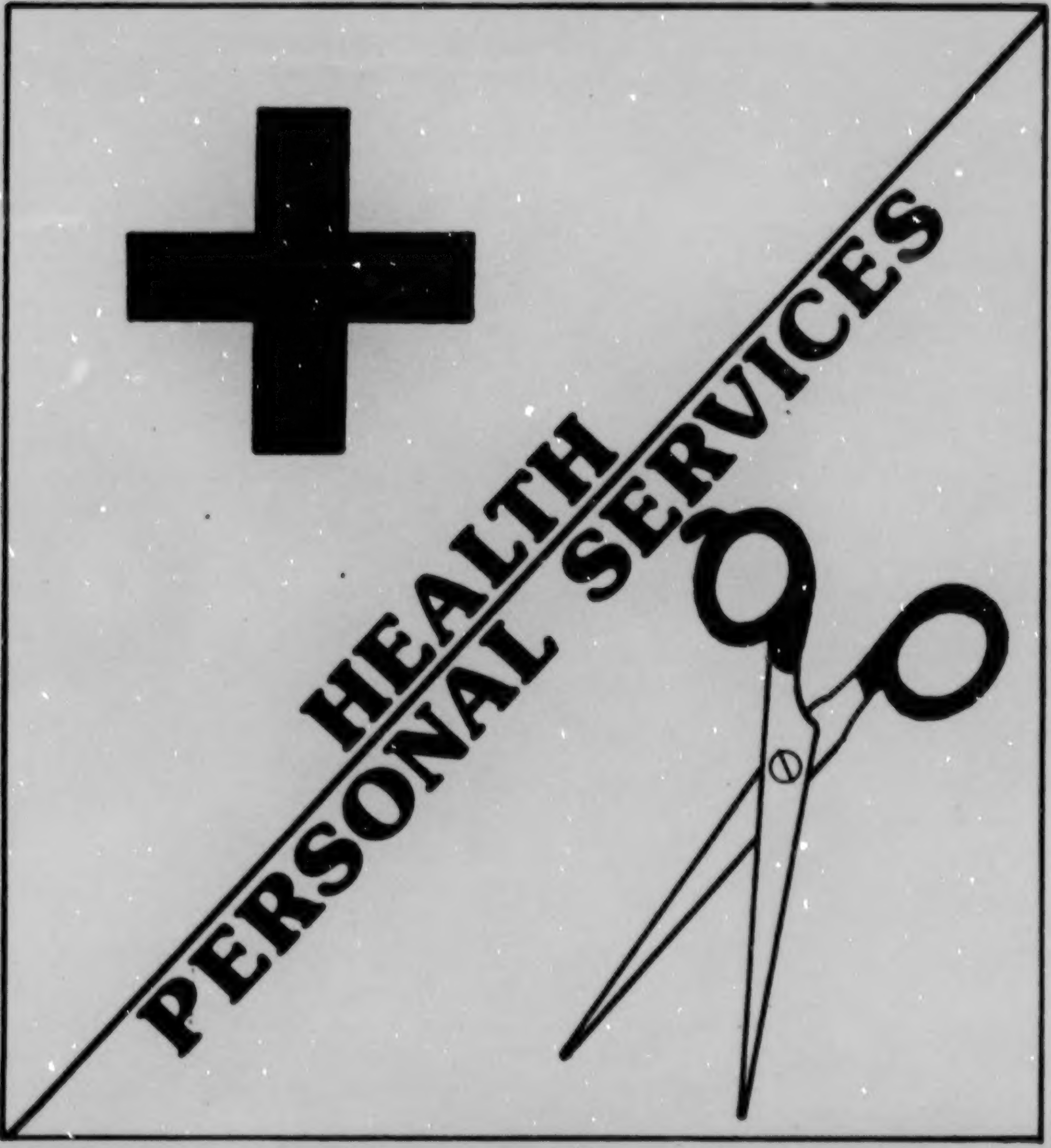

Restaurant
Blacksmith
Stable
GAS
Gas Station
START

✂ cut out six worker cards on vertical and horizontal lines

✂ cut out 3 markers for players (each player gets one marker)

B2-J&R-5

Health Worker Stories



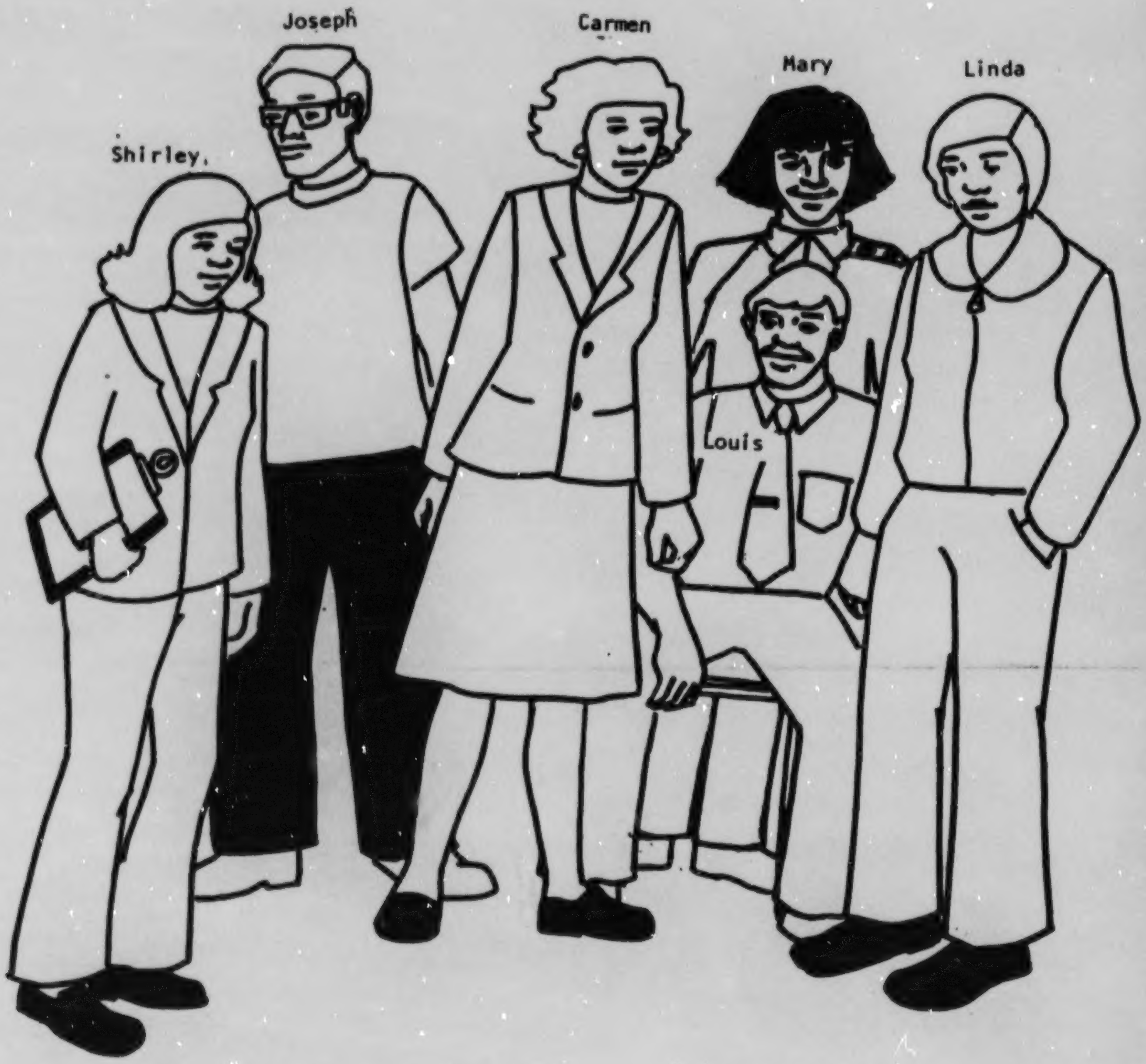
Directions:

Read stories.

Materials:

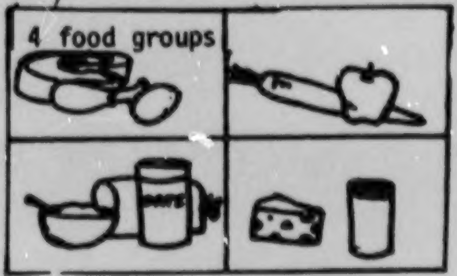
Included:
Illustrated stories

Needed:
None

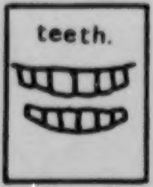

Joseph
Carmen
Mary
Linda
Shirley
Louis

DIETICIAN

Sometimes we eat in the school .

, the dietician, plans what we eat at school. He makes sure we get food from the  every day. These foods keep us strong and healthy.

Dentist

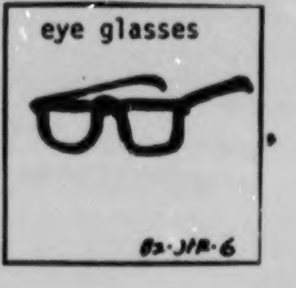
is a Dentist. Dentists are doctors who care for and repair . Brushing our teeth with a will help fight tooth decay. Mary uses special tools like a and to repair her patients' teeth.

EYE DOCTOR

, the eye doctor, uses an

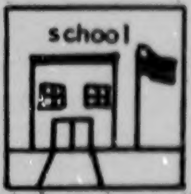
to check people's

. If someone has an eye problem, Joseph uses a machine called a

. It helps him find out what is wrong. Sometimes his patients need 

.

School Nurse

is a school nurse. She takes care of children who are in . Shirley may use a to take a child's temperature. She keeps a health record on every child in the school.

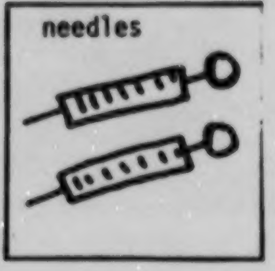
AMBULANCE DRIVER

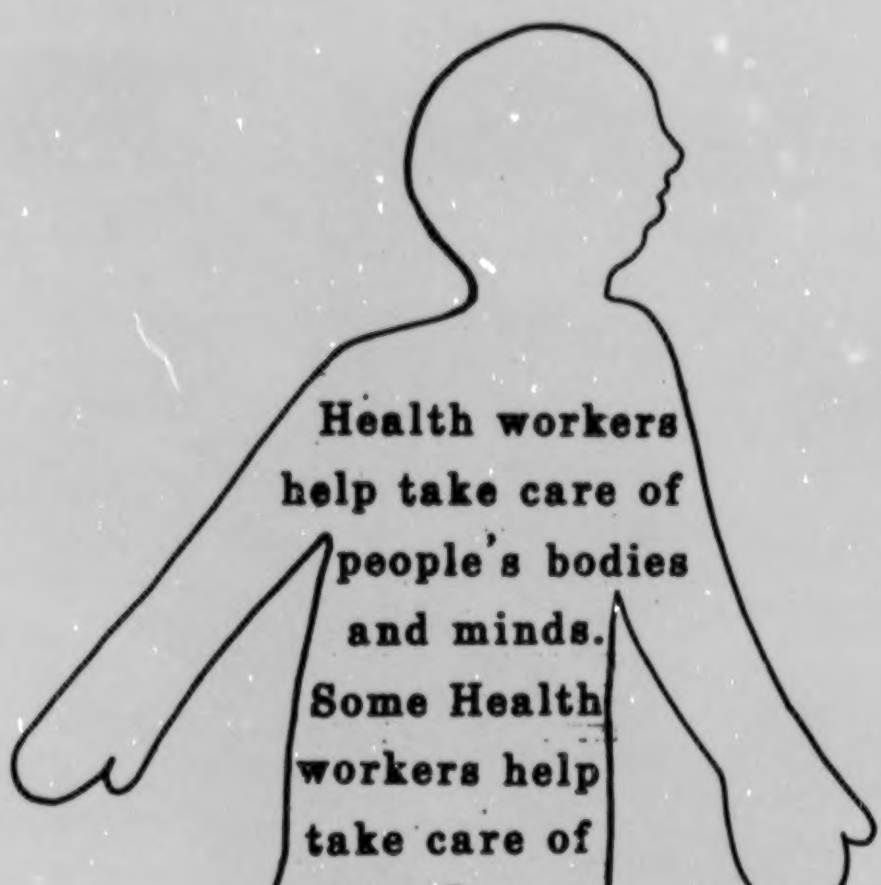
is an ambulance driver. When people are sick or hurt she uses a to carry them into the .

Then Linda drives people to the .

She warns other drivers to let the ambulance pass with a .

FAMILY DOCTOR

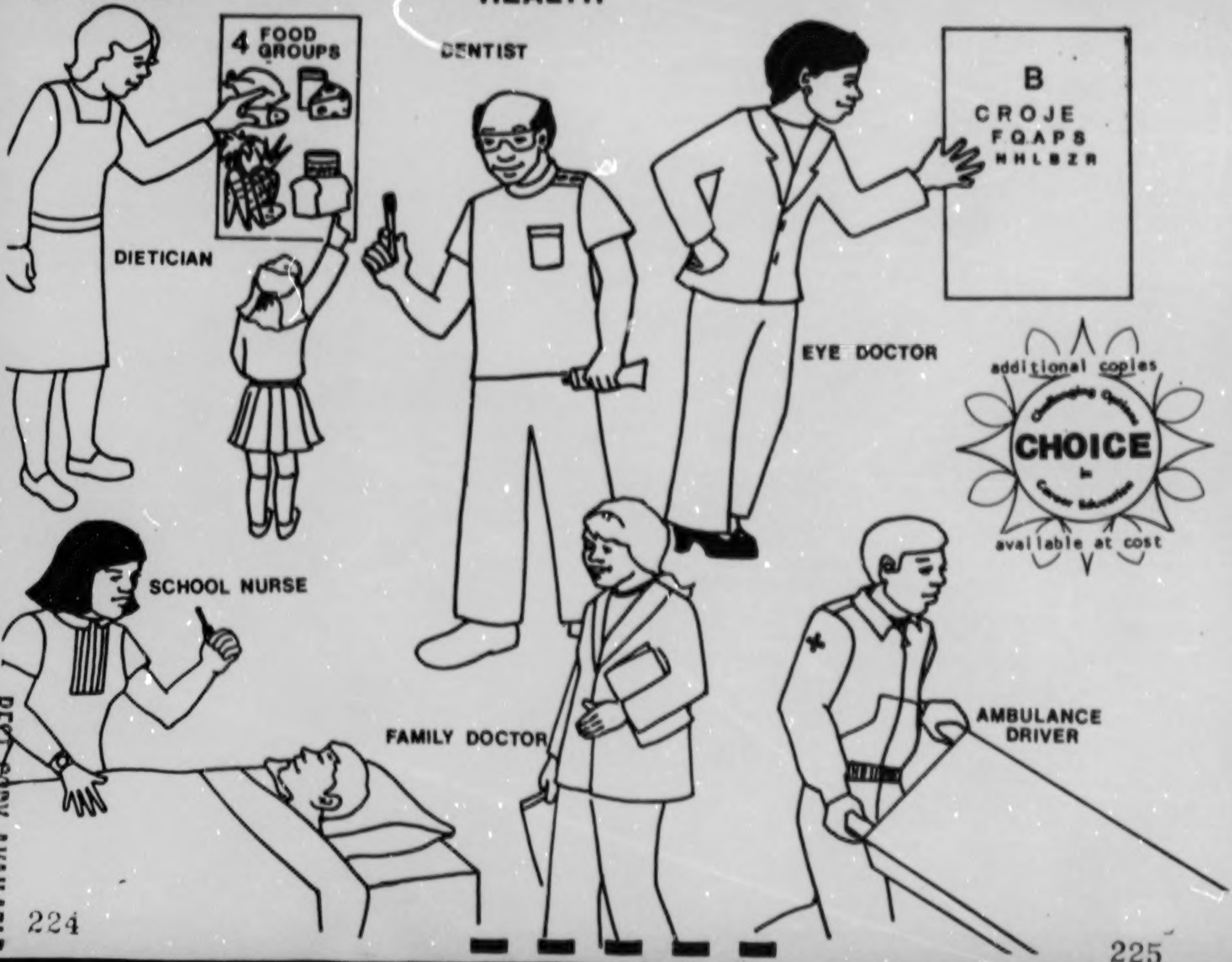
, the family doctor, takes care of at a health clinic. She feels their to check their pulses. She uses a to take their temperatures. She uses  to give shots.



Health workers help take care of people's bodies and minds. Some Health workers help take care of animals, too.

Level B2

HEALTH



additional copies
CHOICE
in
available at cost

Eating the Big Four

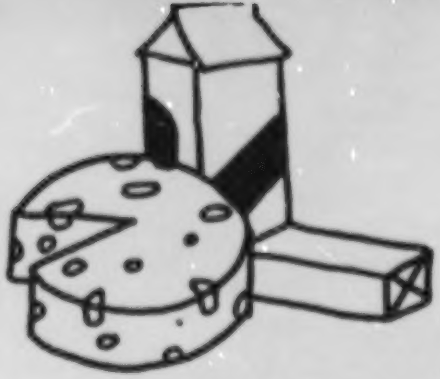
Directions:

Listen to audio tape.

Materials:

Included:
- Pictures
- Audio tape
- Text

Needed:
- Tape recorder



Spaghetti with tomato sauce and meatballs, with a glass of milk.

Tuna fish sandwich on whole wheat bread, wi lettuce and tomato, and glass of milk.

Chicken, salad (carrots, pineapple, and raisins), rolls, and milk.

Hamburger with cheese on roll, french fries pickle, and glass of water.

Eating the Big Four

Announcer:

We are going to meet Luis and Althea. They are dieticians. What word do you hear inside the word dietician? Listen: Dietician ____________________. Did you say diet? That's right. That word "diet" means the food someone usually eats. A healthy diet will help you to be strong. A healthy body will help you to have more fun. Healthy bodies feel good. Carlos and Stephanie, come over, let's ask Luis and Althea some questions about their work.

Carlos: Hi, what are you doing?

Luis: I'm making a meal plan for this school. I make sure each meal includes food from the four basic groups. I call these groups the Big Four.

Althea: And I work at a hospital. I also make sure that each meal includes food from the Big Four.

Carlos: What are the Big Four?

Luis: The Big Four are:

1) the meat and eggs group, 2) the fruit and vegetable group, 3) the dairy group, and, finally, 4) the bread and cereals group.

Stephanie: How are these groups different, Althea?

Althea: Each of the Big Four food groups helps people grow in a different way.

Stephanie: Do you mean that if I eat meat and eggs I'll grow in a round way, and if I eat cereals I'll grow in a square way, and if I eat vegetables I'll grow in a triangular way?

Luis: No, silly. Meat, fish, and eggs all give us protein. Protein helps us grow by building our muscles. What are some meat and egg dishes you like?

Carlos: I like hamburgers and omelettes and meat loaf and tuna fish. Will they all help me build strong muscles?

Luis: Yes, now I'll ask the children who are listening a question. Children, how do foods from the meat and eggs food group help us to grow? ________ If you said that they build muscles, you are right.

Stephanie: I've heard that eating carrots helps us to see better. Is that true?

Althea: Yes, Stephanie, carrots, sweet potatoes, and other orange vegetables that are filled with Vitamin A help our eyes to see better, even at night. Vitamin C is found in fruits like oranges, grapefruits, and lemons, and in green leafy vegetables like spinach and dandelion greens. Vitamin C foods help us to keep our gums healthy.

Luis: All fruits and vugetables help us fight colds, sore throats, and stuffed nosas. When we eat fruits and vegetables we are being our own doctors and dentists by keeping ovr eyes, gums, nose, and throats healthy. It is a good way to keep our bodies free from sickness. Children, can you remember some foods that help us to see better? ____________________

Althea: Did you say carrots, pumpkins, sweet potatoes, or another orange vegetable? Well, you're right, they are Vitamin A foods. Can you name a fruit that gives us Vitamin C? ____

Did you say lemons, grapefruits, oranges, or a green leafy vegetable? You're right again. All raw fruits and vegetables help keep our teeth clean and help us fight colds.

Carlos: I live on a dairy farm. Althea, do foods from the dairy group come from a dairy farm?

Althea: Yes, Carlos, dairy foods like milk, butter, cheese, and yogurt all come from cows. These foods are full of calcium. They help to build our teeth and bones, and make them strong.

Stephanie: Luis, my favorite foods are chocolate candy and cake because they taste so good. What do these foods help me to do?

Luis: Well, Stephanie, all they do are tasto good. Candy and cake hurt your teeth. They fill you up, but burn away quickly and leave us empty and even hungrier. They aren't good fuel.

Stephanie: What foods are good fuel for people?

Luis: Foods from the bread and cereal group are good fuel. These foods keep us warm and give us energy to play and work longer and harder. Some cereal grains are oats and rice and wheat. Oatmeal comes from oats. Bread and pancakes and spaghetti are made from wheat. Children, do you eat rice often? ______________________ Can you name other grains you have eaten? ______________________

Althea: It is important to eat foods from each of the Big Four food groups every day. I will ask some questions about these foods. After each question, shut off the tape and think. After you have answered, put the tape on again and you can check your answers.

Althea: When we are cold in the winter and need extra fuel to give us energy and keep us warm, what group should you choose your food from? ____(pause)____

Luis: If you said bread and cereals, you're right.

Althea: If your dentist finds many cavities in your teeth, what is the food group which will help your teeth get stronger and harder? ____(pause)____

Stephanie: The dairy group.

Althea: Luis ate these foods at dinner: milk, spaghetti, and meatballs. Tell which food group he forgot to include. ____(pause)____

Carlos: Fruits and vegetables.

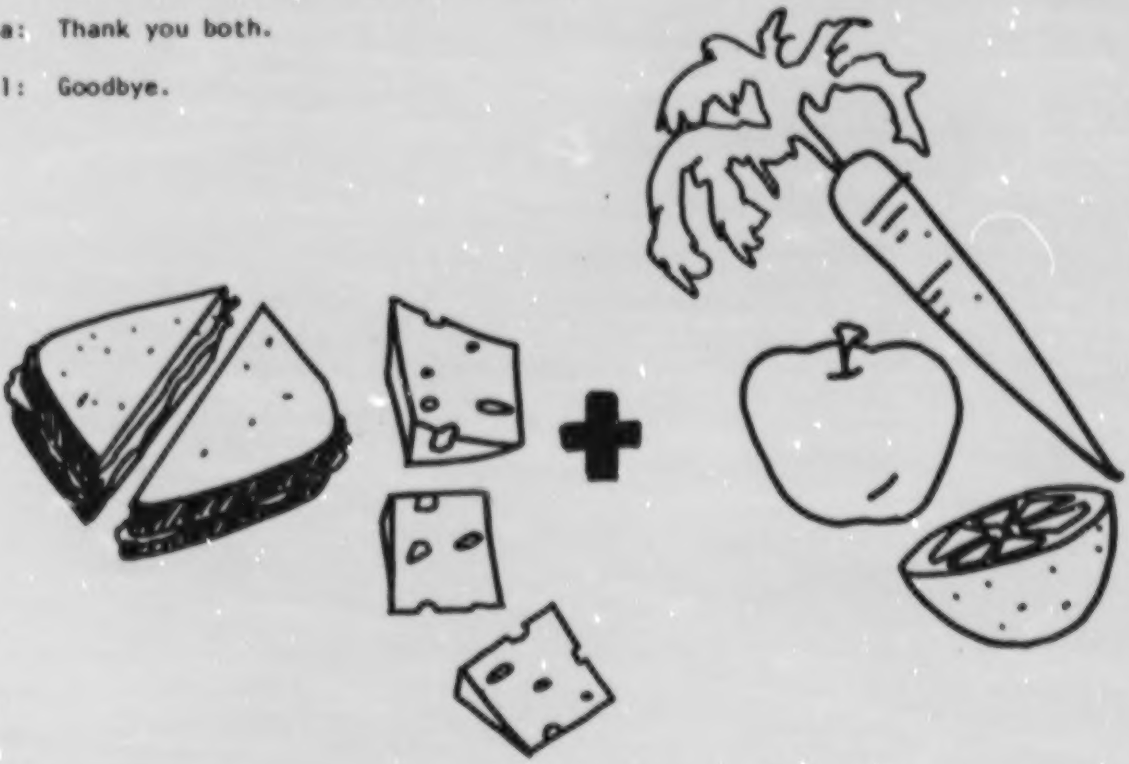
Althea: I have eaten three pieces of cheese and a tuna fish sandwich on rye bread. What are some foods I should eat next? ____(pause)____

Stephanie: Fruits and vegetables.

Carlos: Happy and healthy eating to everyone. Thank you, Luis. Thanks, Althea.

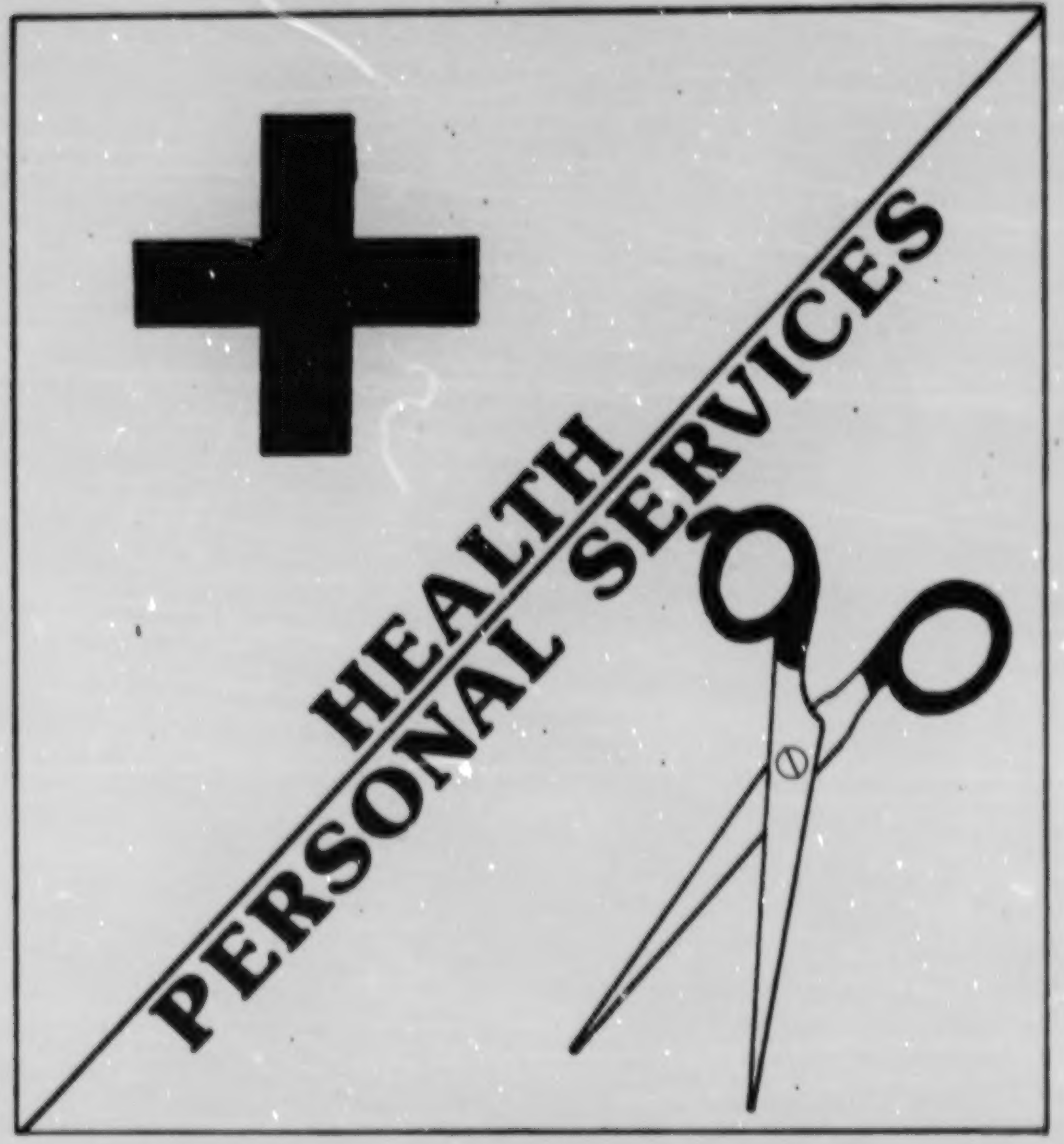
Luis and Althea: Thank you both.

All: Goodbye.



B2-J&R-7

Health Skills Bingo



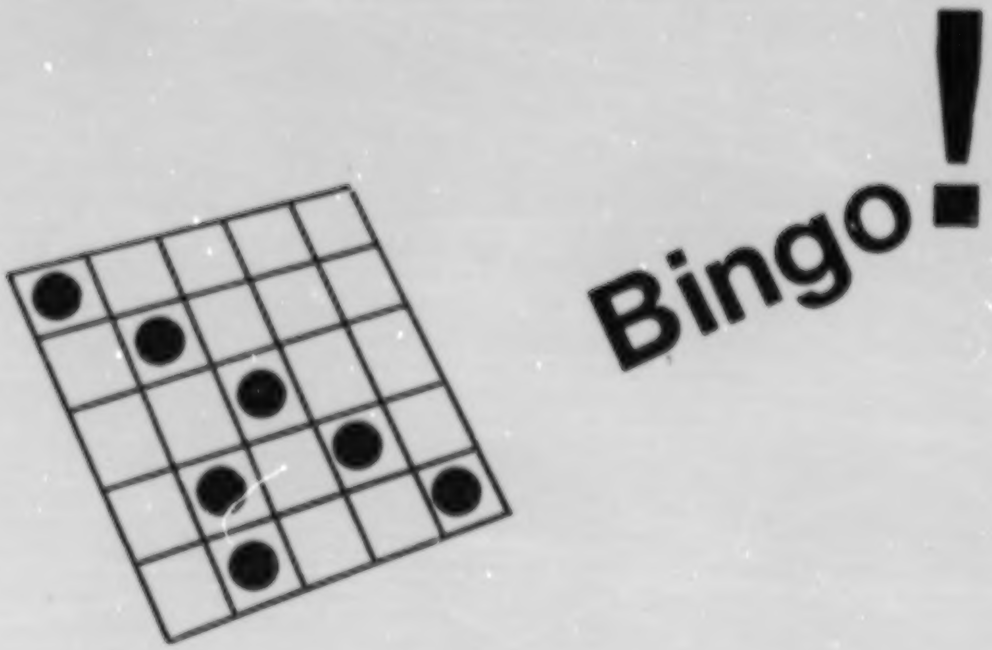
Directions:

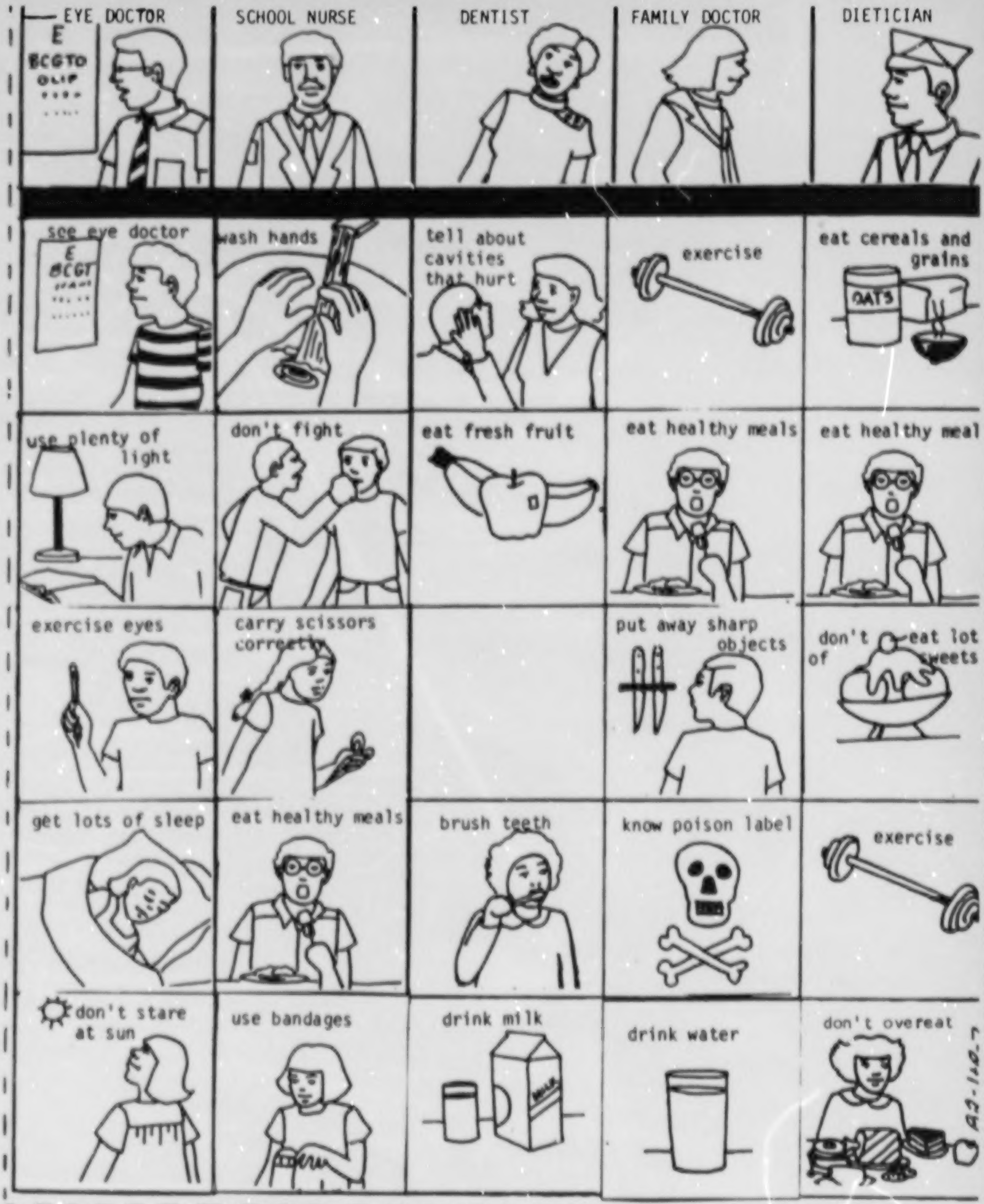
Use bingo activity.

Materials:

Included:
- 8 Bingo cards
- 42 Calling cards
- 60 Markers

Needed:
- None


Bingo!



✂ cut out bingo card on ---- lines.

B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7

B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7

DIETICIAN

EYE DOCTOR

DIETICIAN

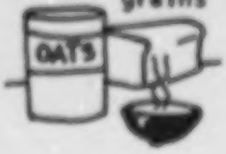
DIETICIAN

DIETICIAN

eat healthy meals

exercise eyes

eat cereals and grains

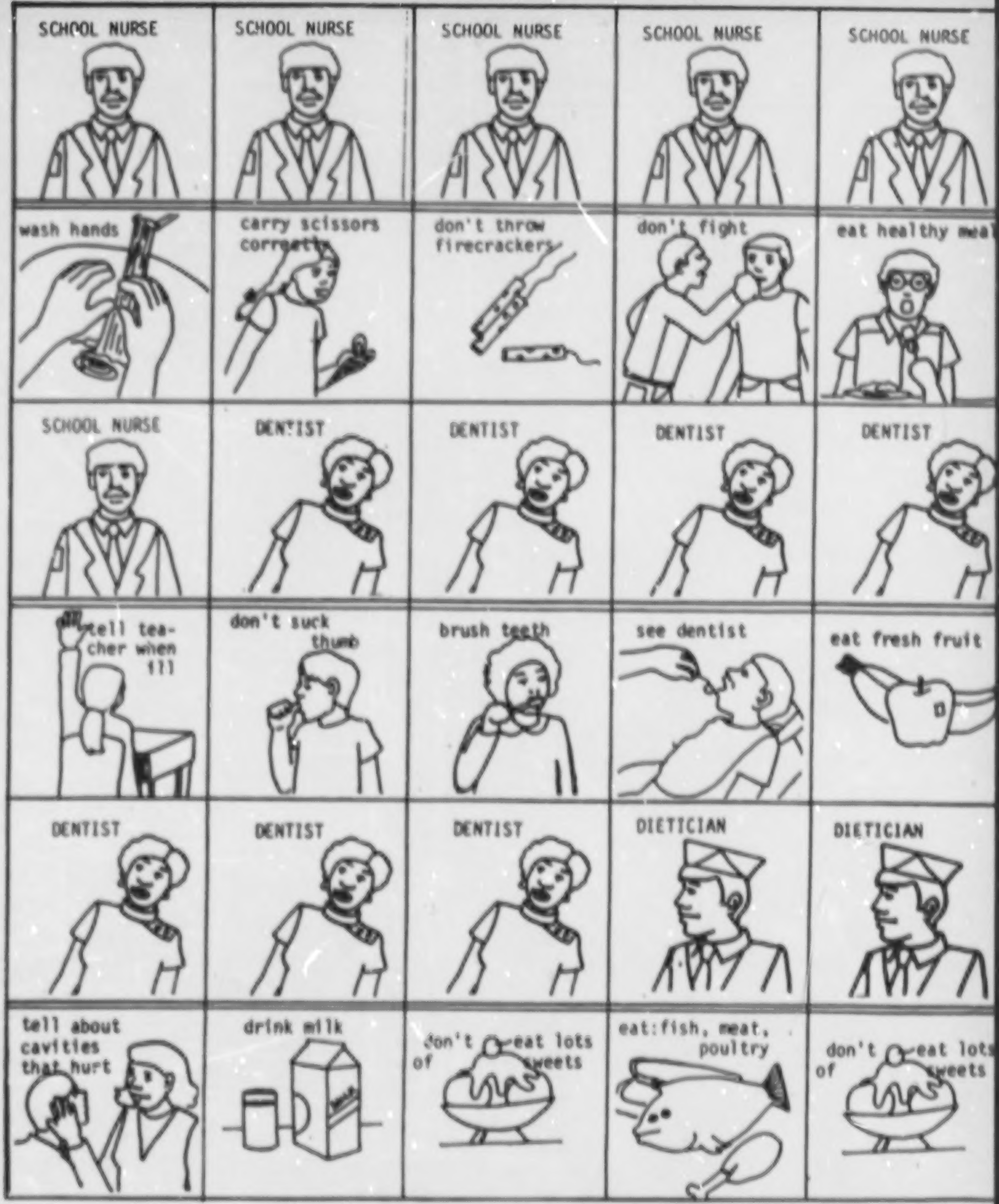


eat fresh fruit

eat dairy foods

cut out 5 calling cards on single vertical and horizontal lines only

B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7



✂ cut out calling cards on single vertical and horizontal lines

B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7

a — cut out binan place markers on vertica

B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7
B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7	B2-J&R-7

FAMILY DOCTOR

FAMILY DOCTOR

FAMILY DOCTOR

FAMILY DOCTOR

FAMILY DOCTOR

put away sharp objects

eat healthy meals

fasten seat belts

cross streets carefully

use tissues

FAMILY DOCTOR

EYE DOCTOR

EYE DOCTOR

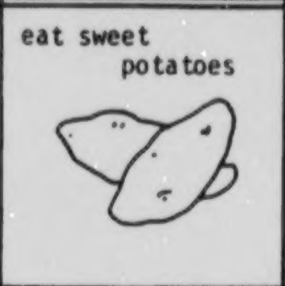
EYE DOCTOR

EYE DOCTOR

eat fresh fruit

see eye doctor

don't stare at sun


eat sweet potatoes

get lots of sleep

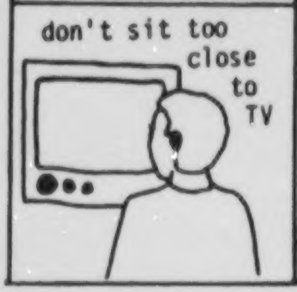
EYE DOCTOR

EYE DOCTOR

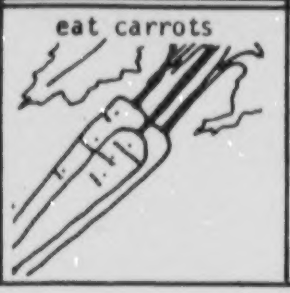
EYE DOCTOR

SCHOOL NURSE

SCHOOL NURSE


don't sit too close to TV

use plenty of light


eat carrots

use bandages

use tissues

cut out 15 calling cards on single vertical and horizontal lines only

B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7

B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7

B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

B2-J&R-7

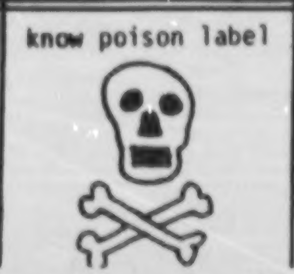
B2-J&R-7

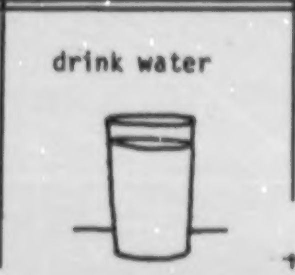
B2-J&R-7

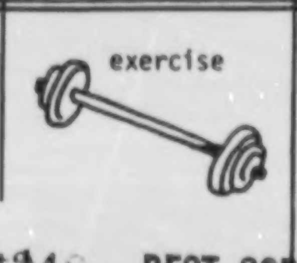
✂ cut out bingo place markers on vertical and horizontal lines (12 cards in all)

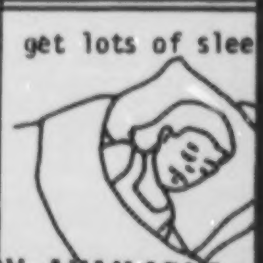
eat food from 4 food groups

✂ cut out bingo calling cards on single vertical and horizontal lines only - 6 cards in all.





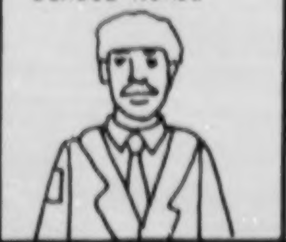




B2-J&R-7 B2-J&R-7

B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7 B2-J&R-7

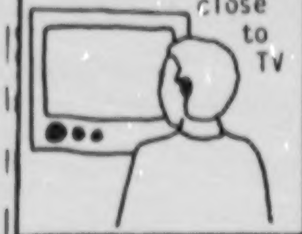
EYE DOCTOR

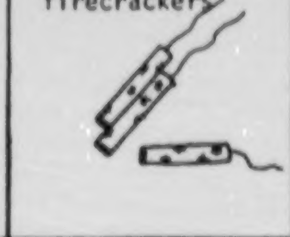

SCHOOL NURSE

DENTIST

FAMILY DOCTOR

DIETICIAN


don't sit too close to TV


don't throw firecrackers

eat fresh fruit

put away sharp objects

eat dairy foods

use plenty of light

use tissues

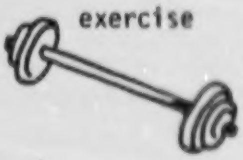
brush teeth

know poison label

don't eat lot of sweets

don't stare at sun

carry scissors correctly


exercise

eat food from 4 food group

get lots of sleep

eat healthy meals

don't suck thumb

use tissues

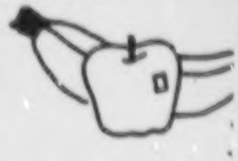
eat: fish, meat, poultry

see eye doctor

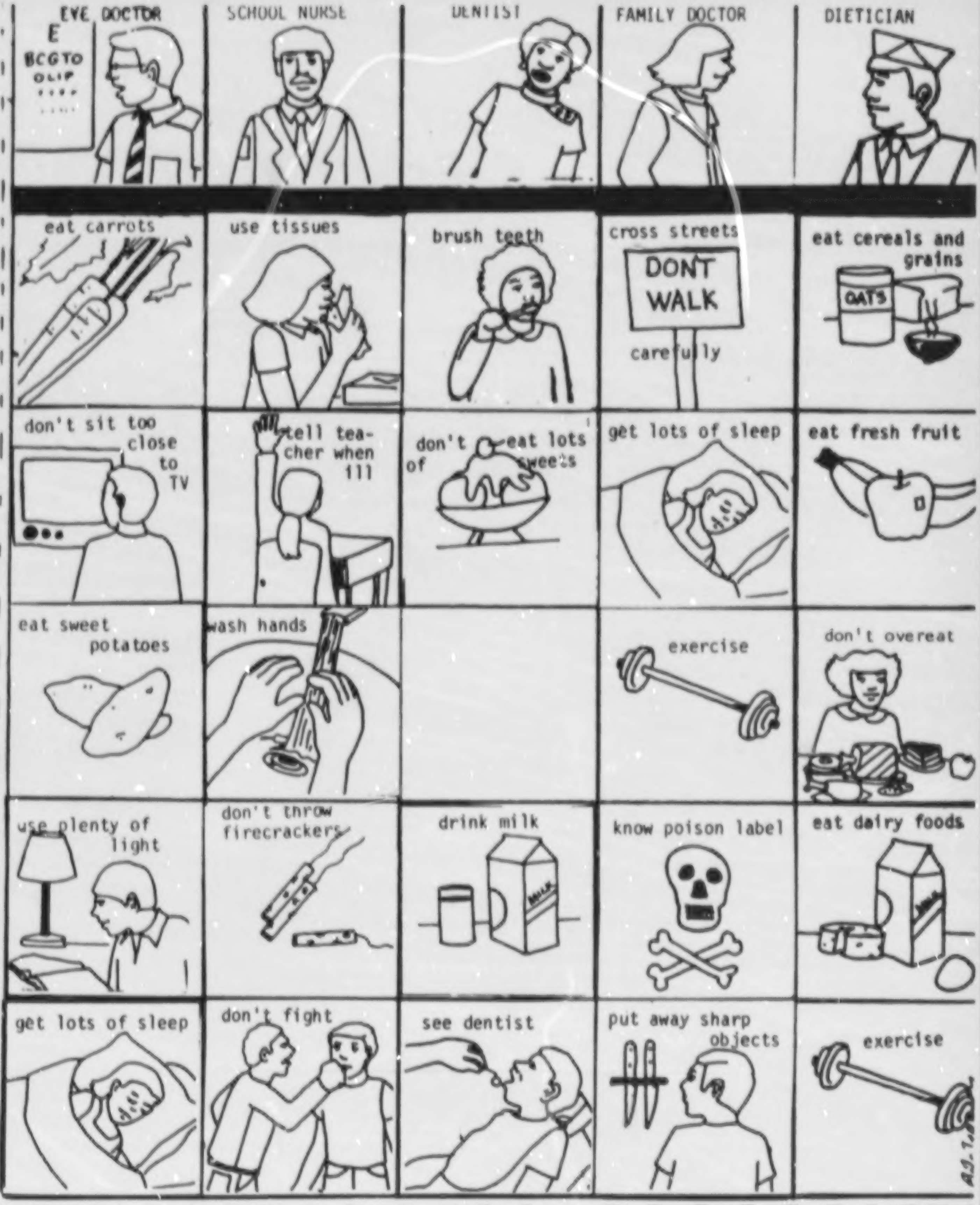
use bandages

tell about cavities that hurt

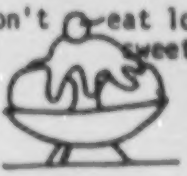
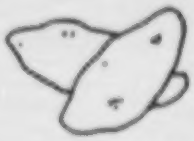
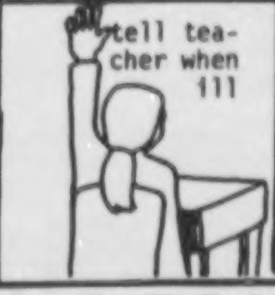
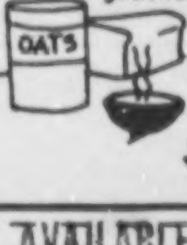
cross streets carefully

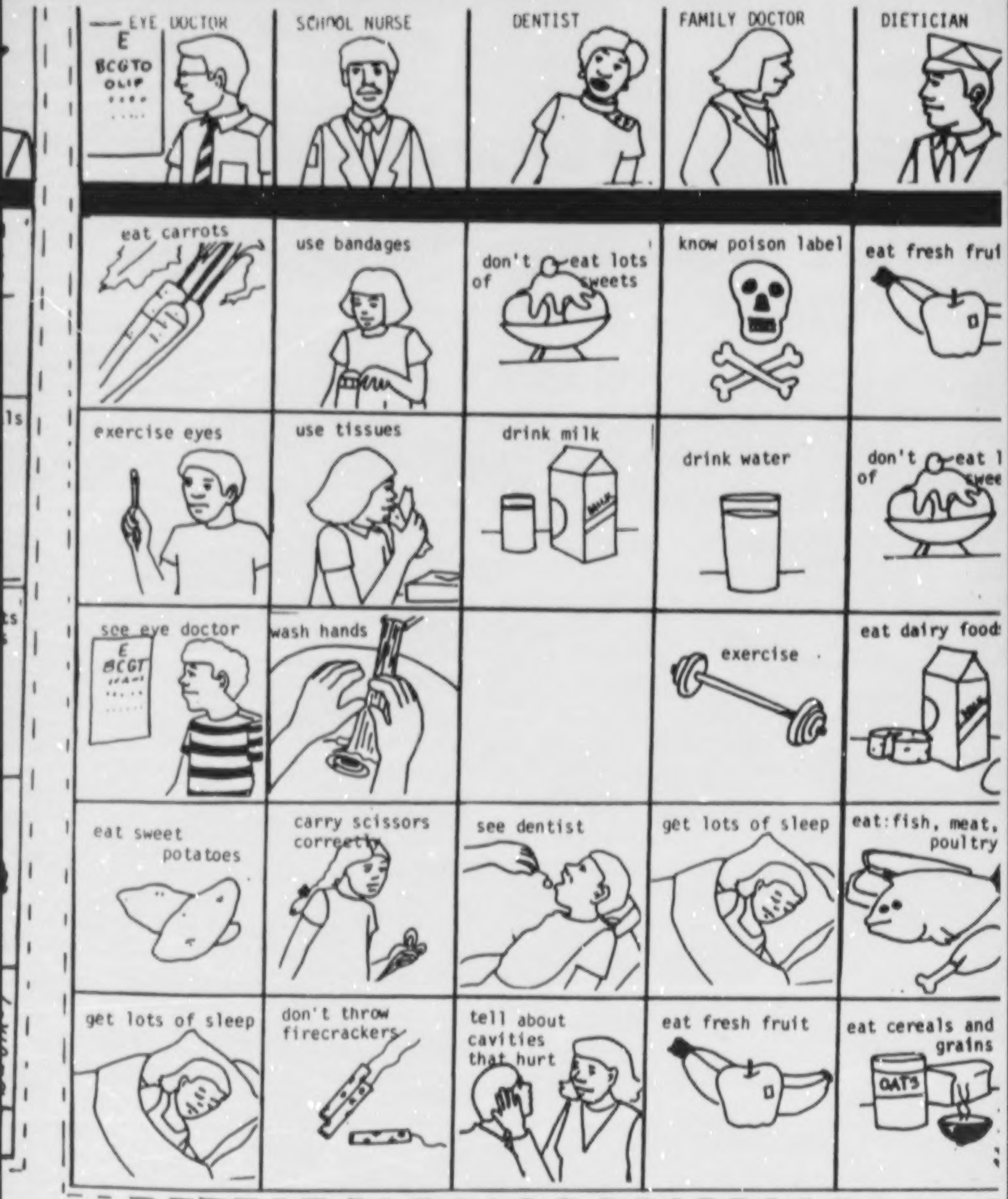

eat fresh fruit

✂ cut out bingo card on



✂ cut out bingo card on - - - - lines

EYE DOCTOR 	SCHOOL NURSE 	DENTIST 	FAMILY DOCTOR 	DIETICIAN
see eye doctor 	carry scissors correctly 	don't suck thumb 	cross streets carefully	eat:fish, meat, poultry
don't stare at sun 	eat healthy meals 	see dentist 	drink water 	don't eat lots of sweets 
exercise eyes 	use bandages 		know poison label 	eat healthy meals
eat sweet potatoes 	don't fight 	brush teeth 	put away sharp objects 	eat food from 4 food groups
get lots of sleep 	tell teacher when ill 	eat fresh fruit 	eat fresh fruit 	eat cereals and grains  B2-JIK-7

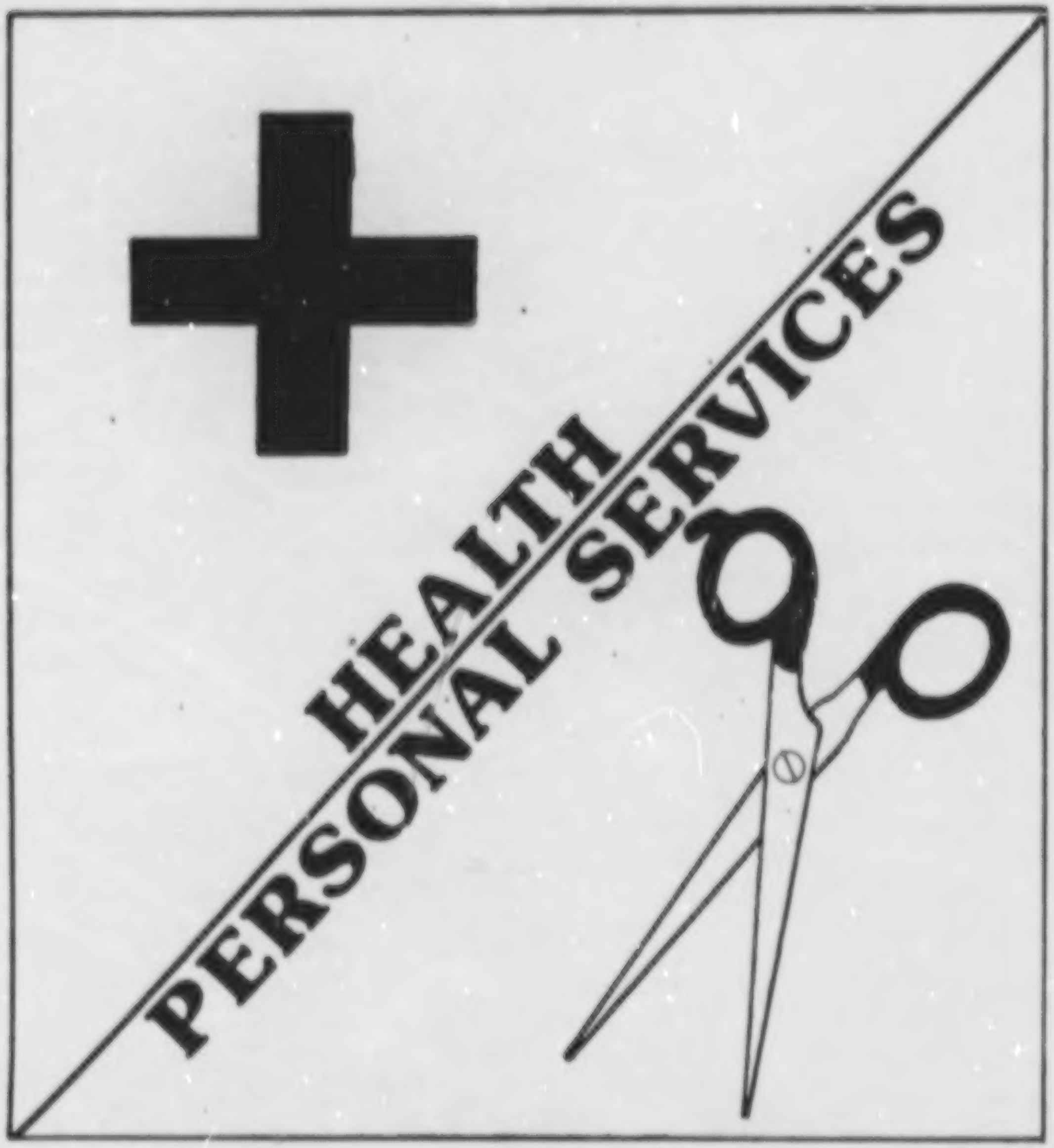


cut out bingo card on - - - - lines

HEALTH SKILLS BINGO

H2-J&R-8

Around the Town



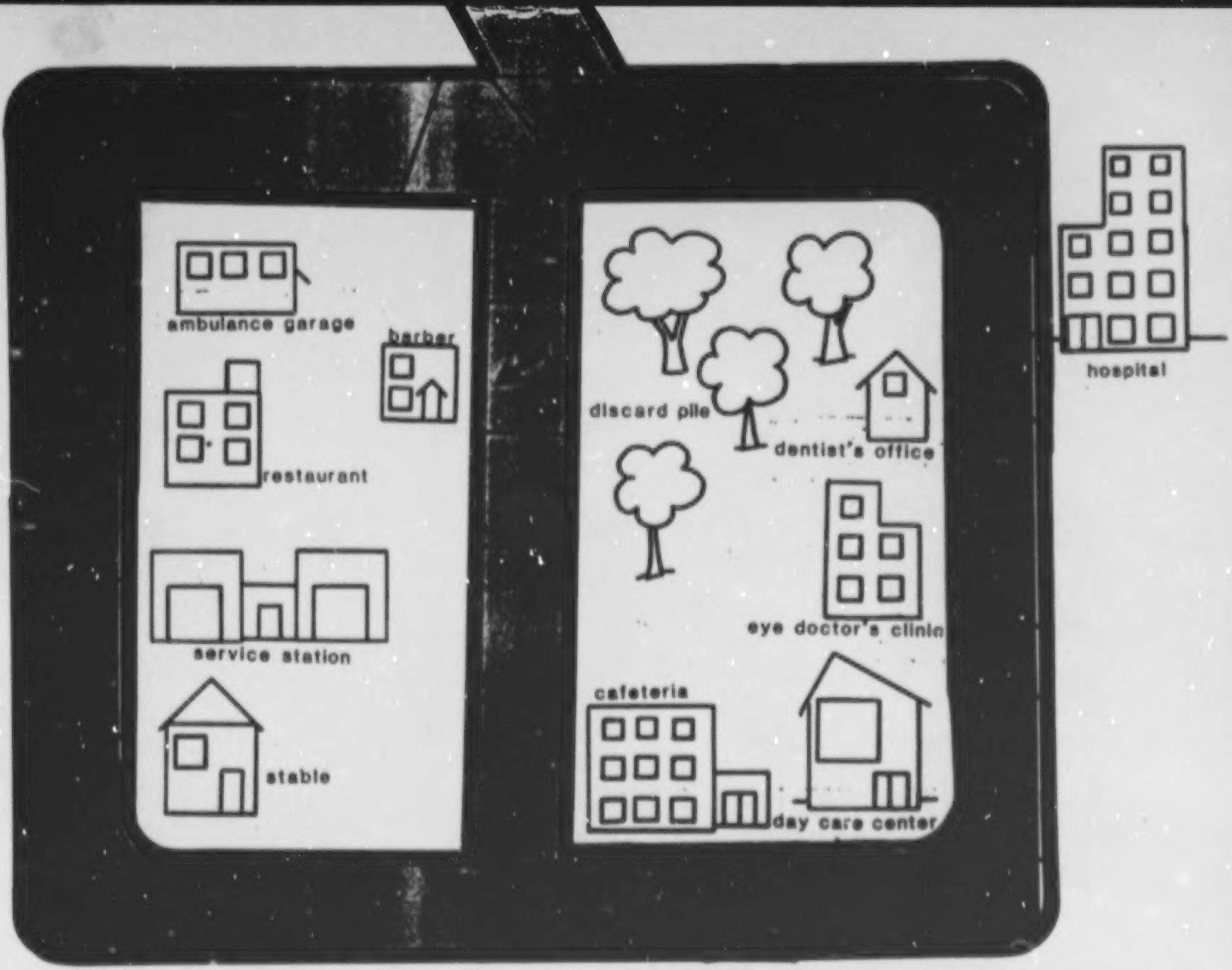
Directions:

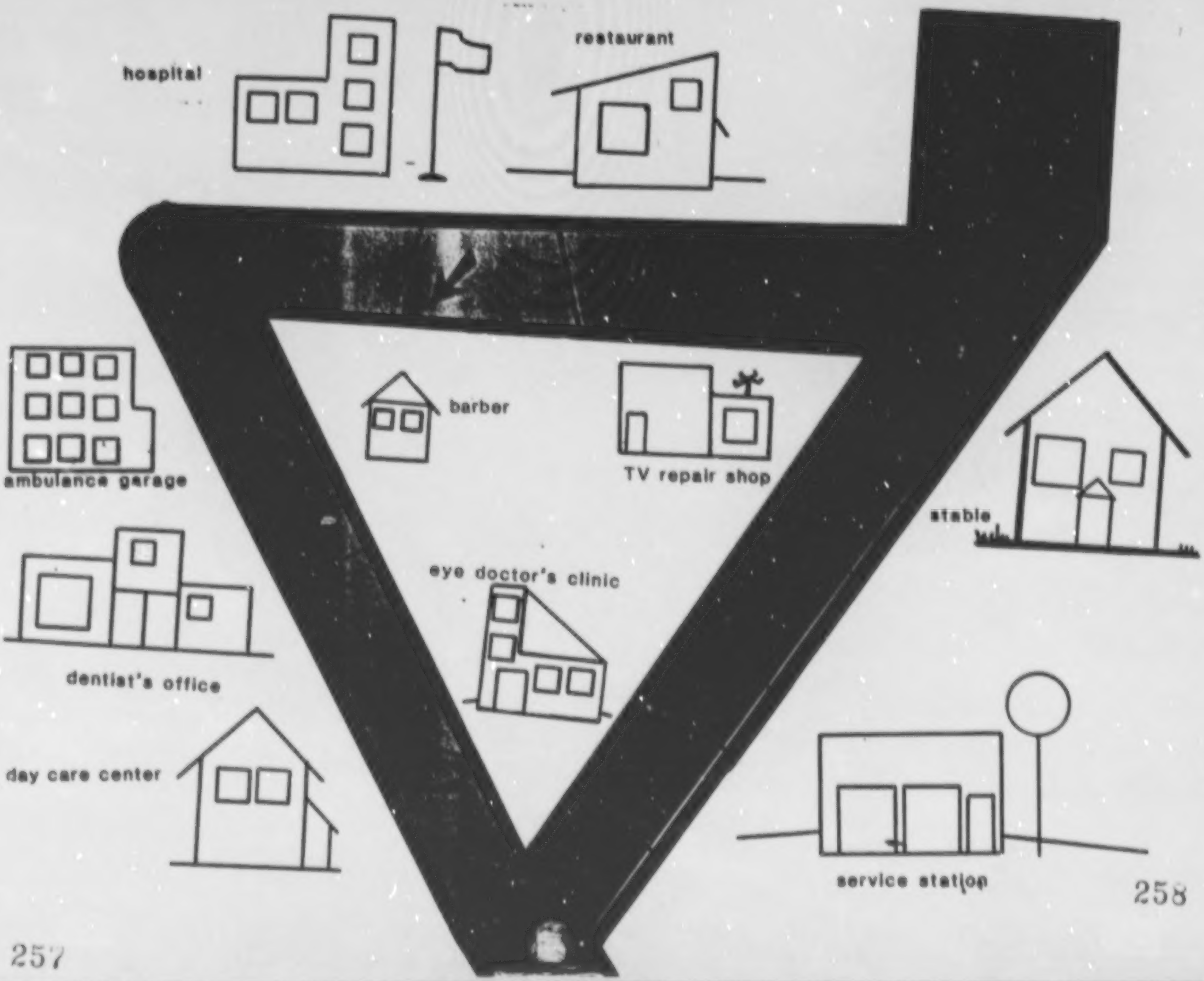
1. Two players each get one set of tool cards.
2. Take turns rolling die and moving; discard appropriate tool card when land on work place.
3. Winner is first player to discard all tool cards.

Materials:

Included:
Game board
2 Sets of 11 tool cards

Needed:
Die
2 Markers


ambulance garage
barber
restaurant
service station
stable
discard pile
dentist's office
eye doctor's clinic
cafeteria
day care center
hospital


hospital
restaurant
ambulance garage
barber
TV repair shop
stable
dentist's office
eye doctor's clinic
day care center
service station

AMBULANCE AND STRETCHER

B2-J&R-8

GAS PUMP AND WRENCH

B2-J&R-8

MENU AND SPONGE

B2-J&R-8

TV TUBE AND SCREWDRIVER

B2-J&R-8

BED AND THERMOMETER

B2-J&R-8

RAZOR AND COMB

B2-J&R-8

DRILL AND TOOTH MIRROR

B2-J&R-8

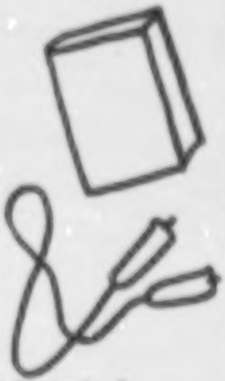
EYE CHART AND GLASSES

B2-J&R-8

ANVIL, HAMMER AND FIRE

B2-J&R-8

BOOK AND JUMPROPE



B2-J&R-8

FOOD FROM 4 FOOD GROUPS

B2-J&R-8

cut out eleven cards on vertical and horizontal lines

B2-J&R-9

Dial-a-tool Mime

Directions:

1. Name each problem pictured.
2. Name, and line up on dial, the worker and tools needed to solve each problem.
3. Act out role of worker solving problem.

Materials:

Included:
Worker-tool dial

Needed:
None

fighting children

hungry

squinting to see

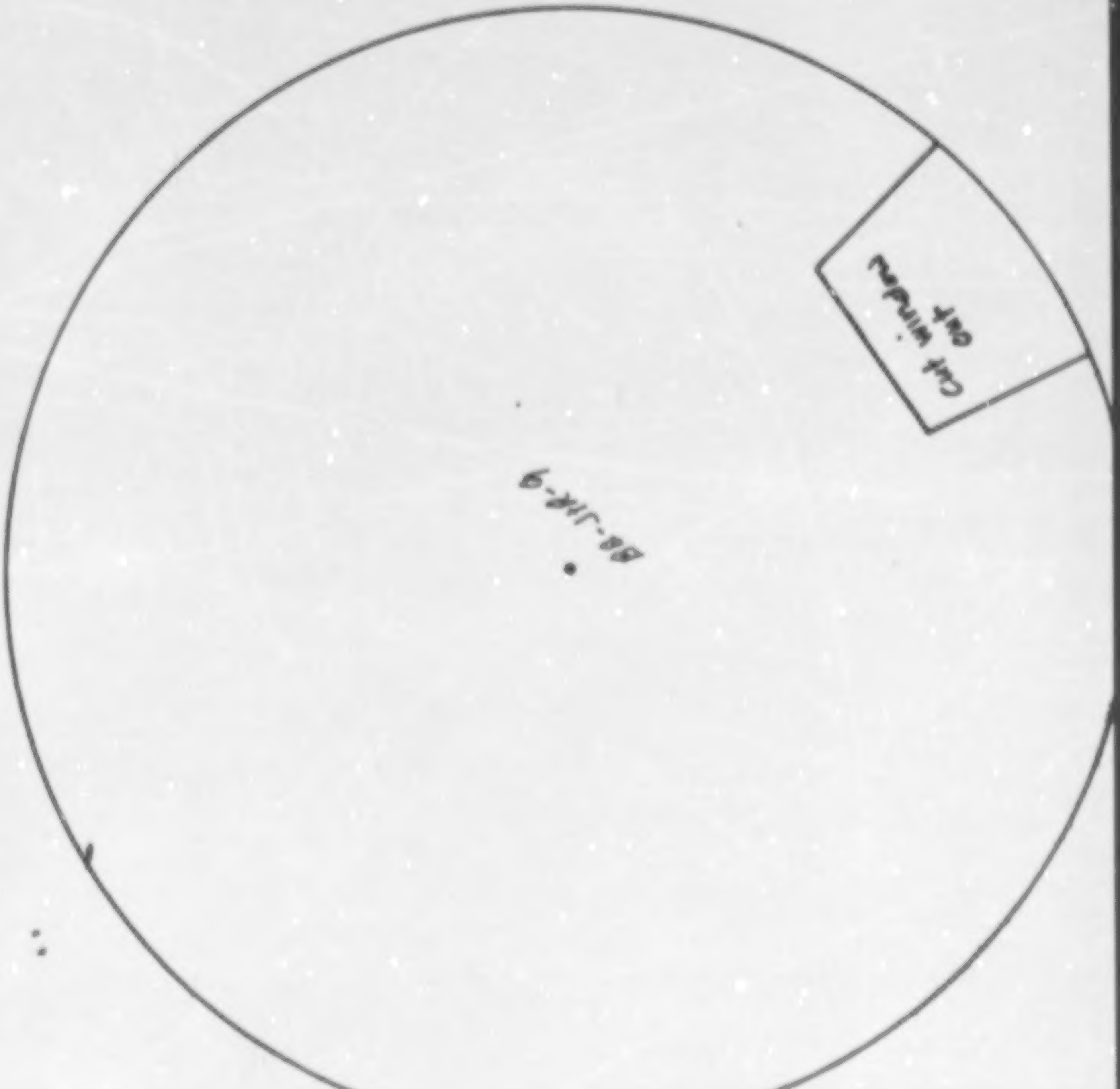
sick baby

out of gas

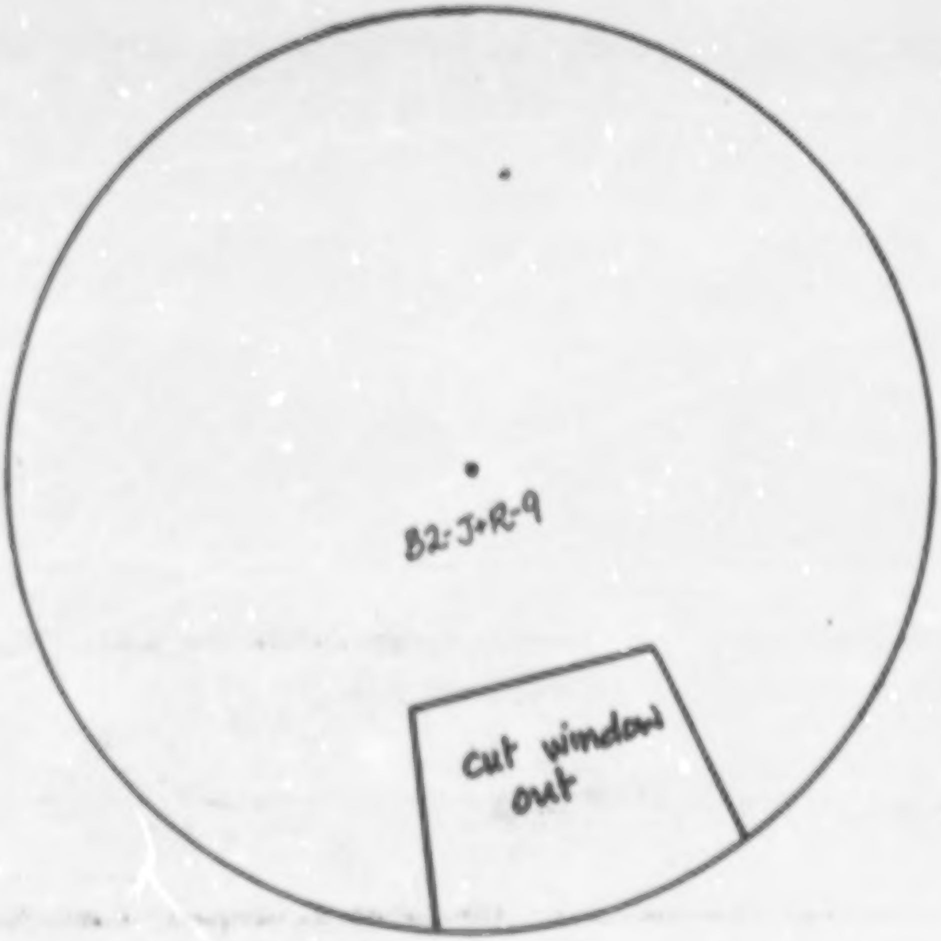
needs a haircut

broken TV

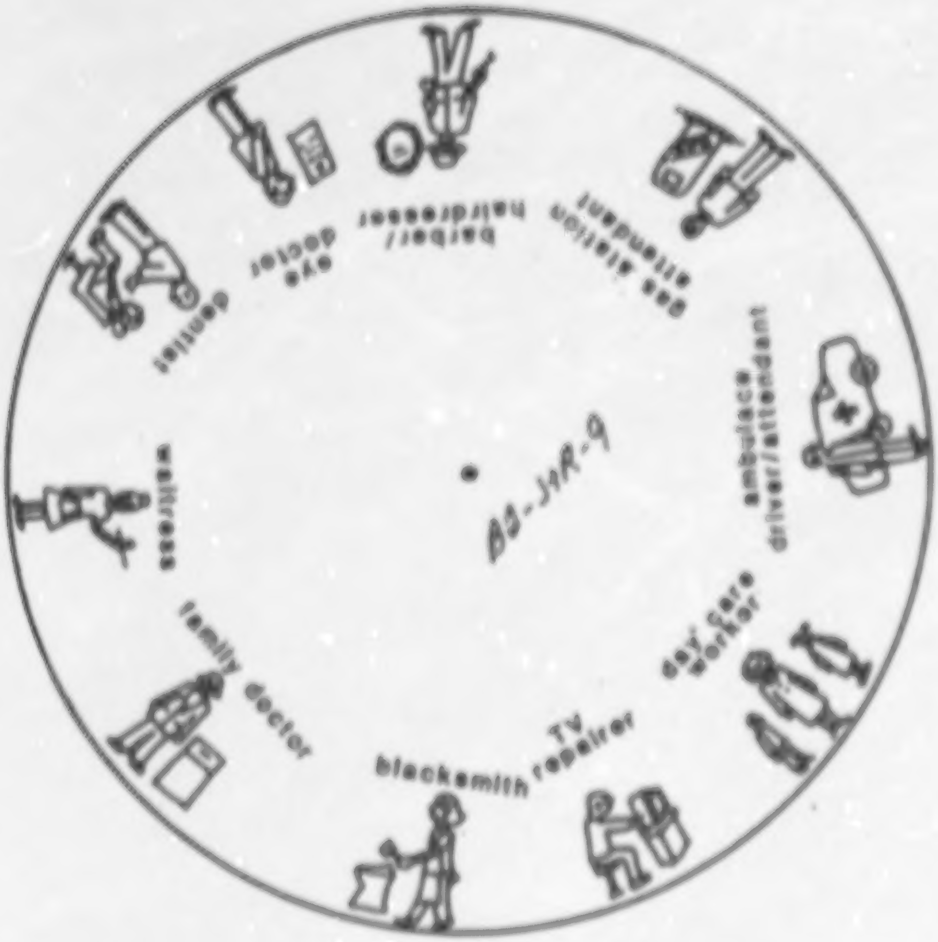
cavities that hurt



✂ cut circle out, including window

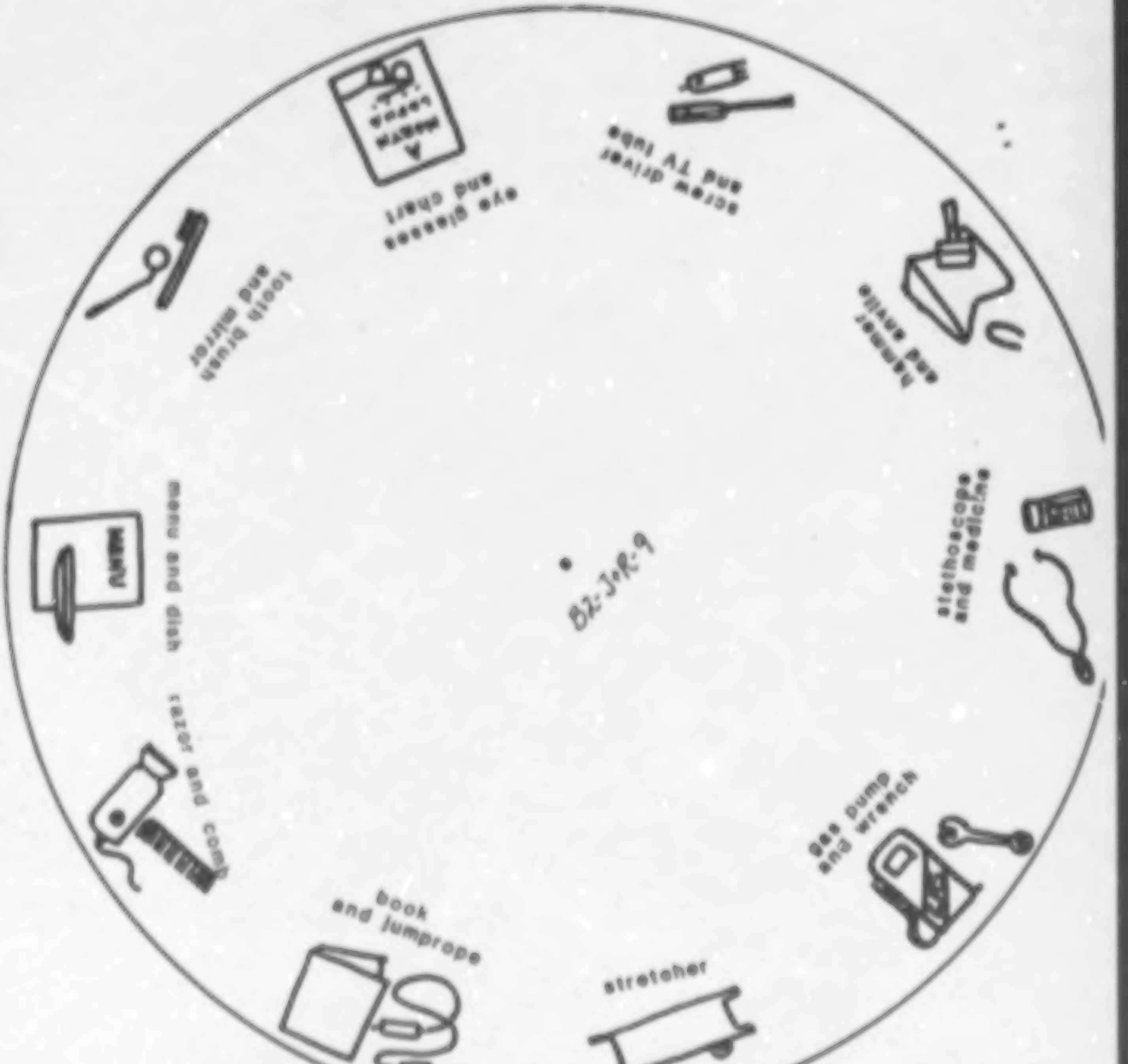


✂ cut circle out, including window



cut circle out

Put brass paper fastener
through centers of wheels.


eye glasses and chart
screw driver and TV tube
hammer and anvils
stethoscope and medicine
gas pump and wrench
stretcher
book and jumprope
razor and comb
menu and dish
tooth brush and mirror
B2-JoR-9

B2-J&R-10

Hats and Badges

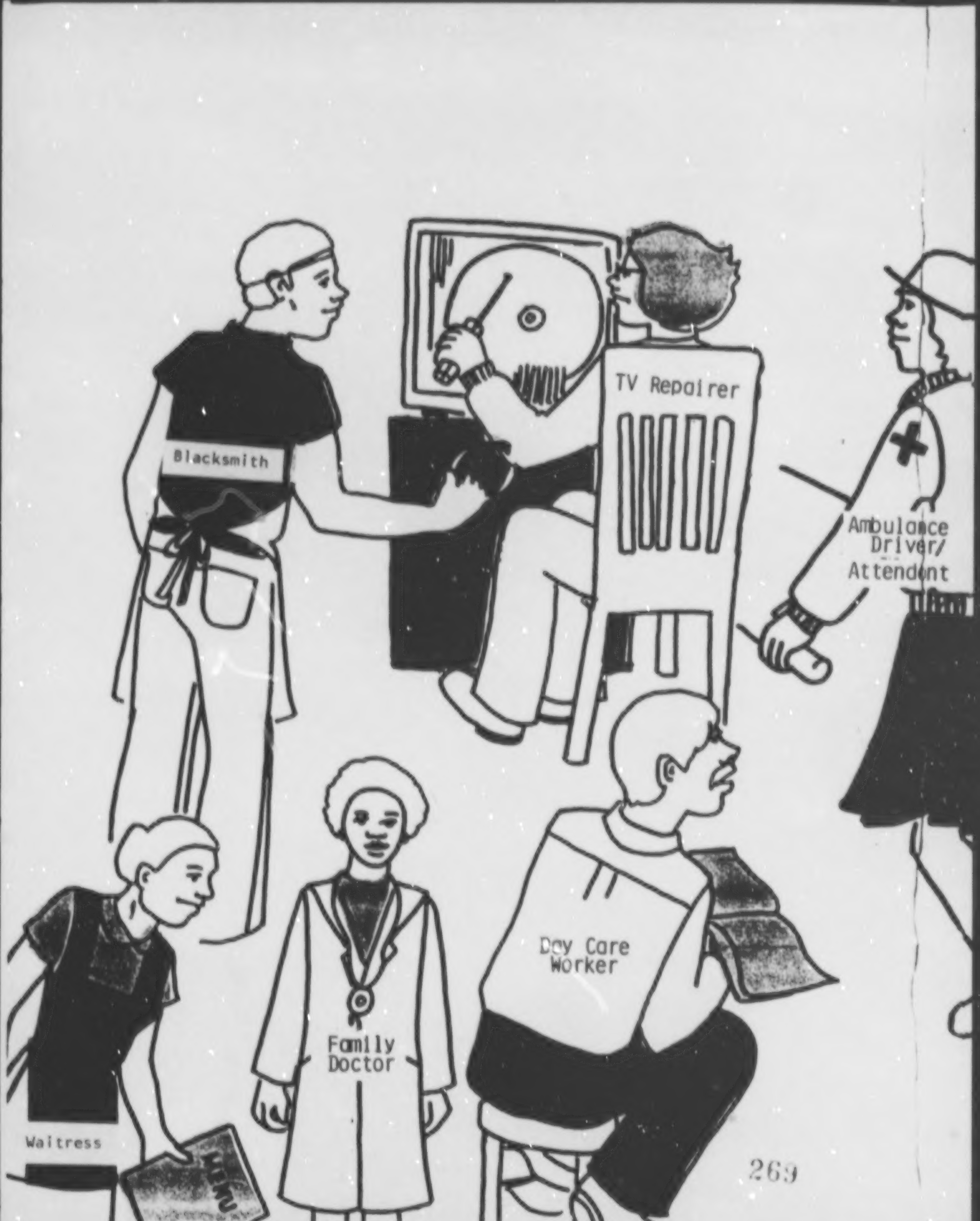
Directions:

1. Choose favorite worker and tool; make worker hat out of newspaper, and tool badge out of construction paper.
2. Wear hat and badge to act out role of worker.

Materials:

Included:
Pictures

Needed:
Newspaper
Tape
Construction paper
Scissors
Pencils
Round object to trace
Safety pins


Blacksmith
TV Repairer
Ambulance Driver/ Attendant
Day Care Worker
Family Doctor
Waitress
MENU

School Nurse
Dentist
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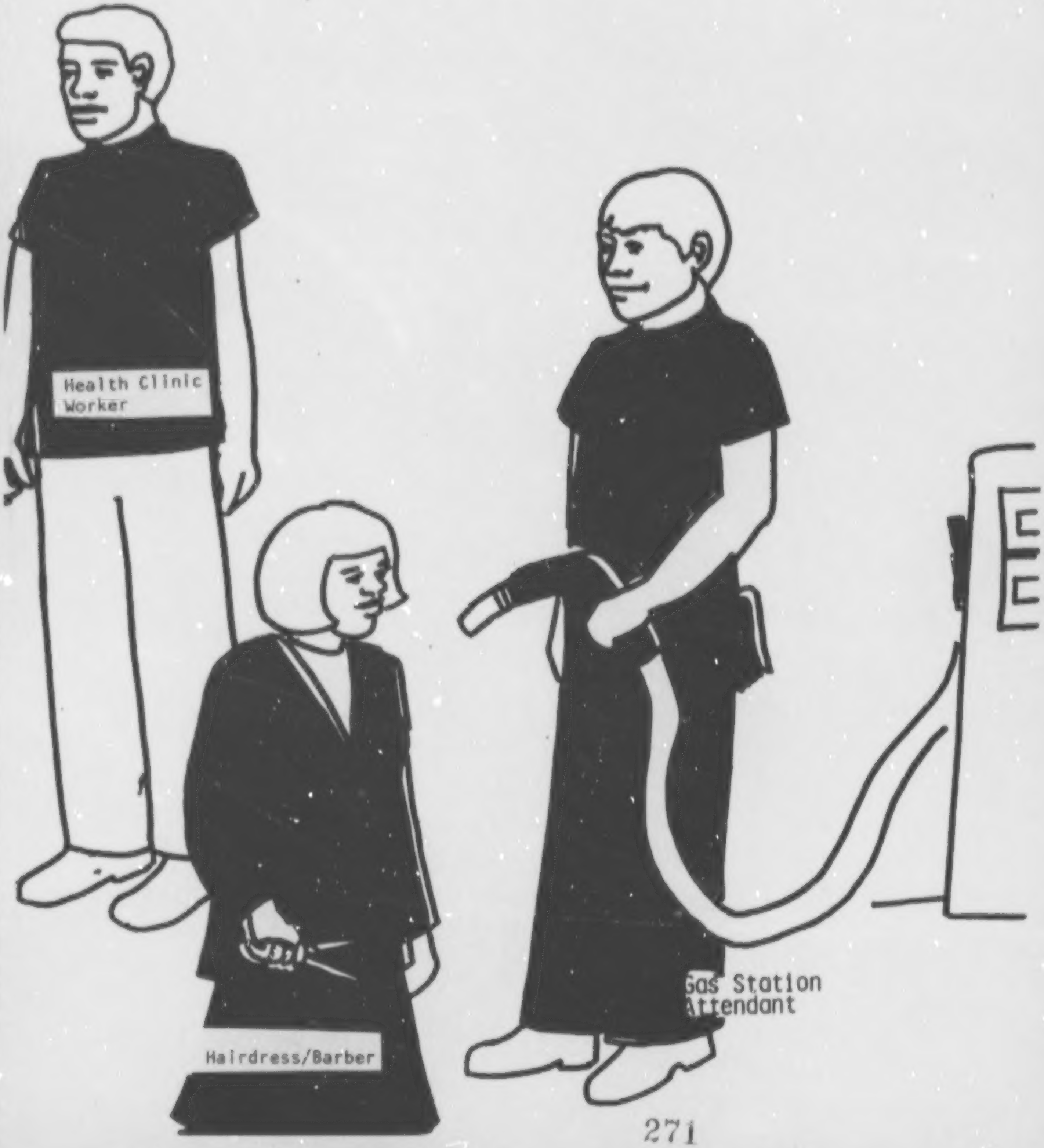
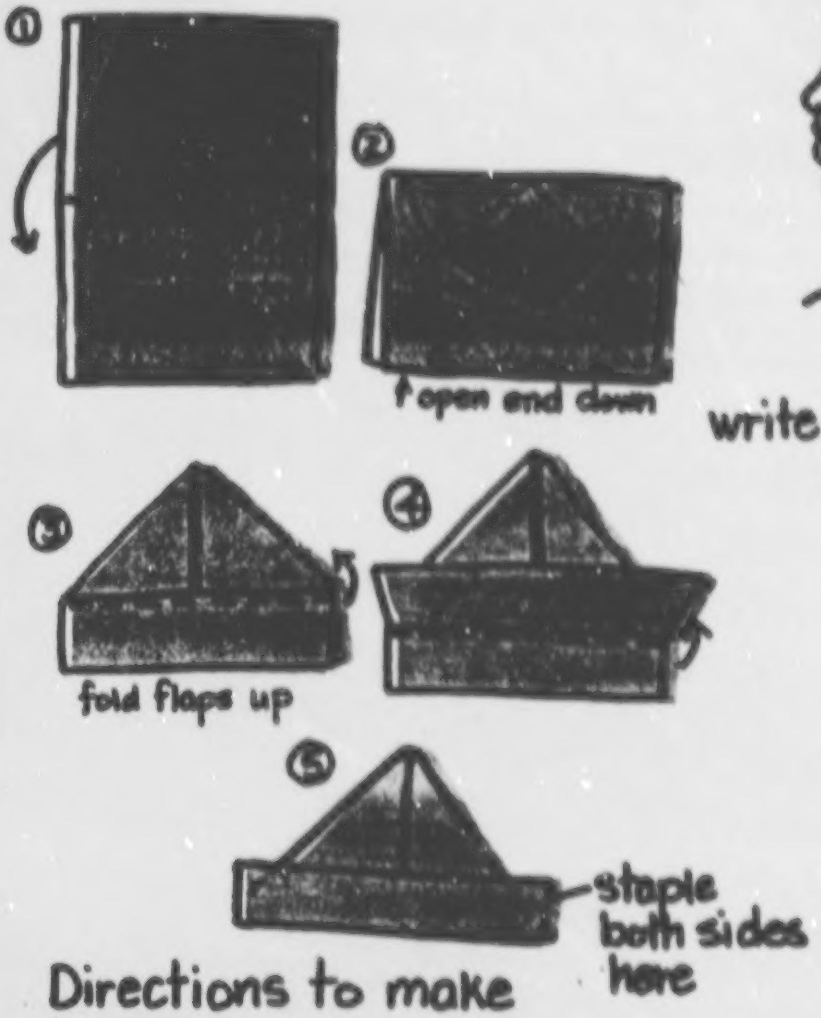
A
RZNOP
TFMSU
LKGDO
.....
Eye Doctor/Optometrist
Dietician

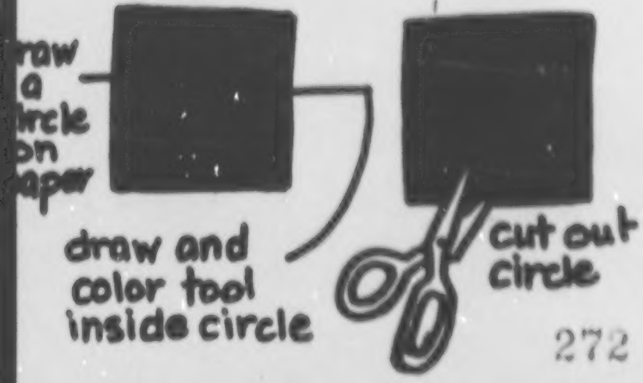

Health Clinic Worker
Gas Station Attendant
Hairdress/Barber

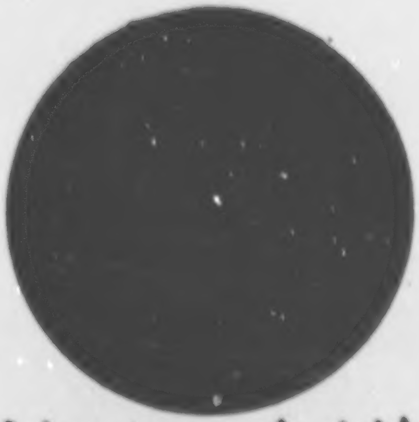
Directions to make hat: begin with large rectangular-shaped paper, then follow five steps below.



write worker title on hat

Directions to make badge:

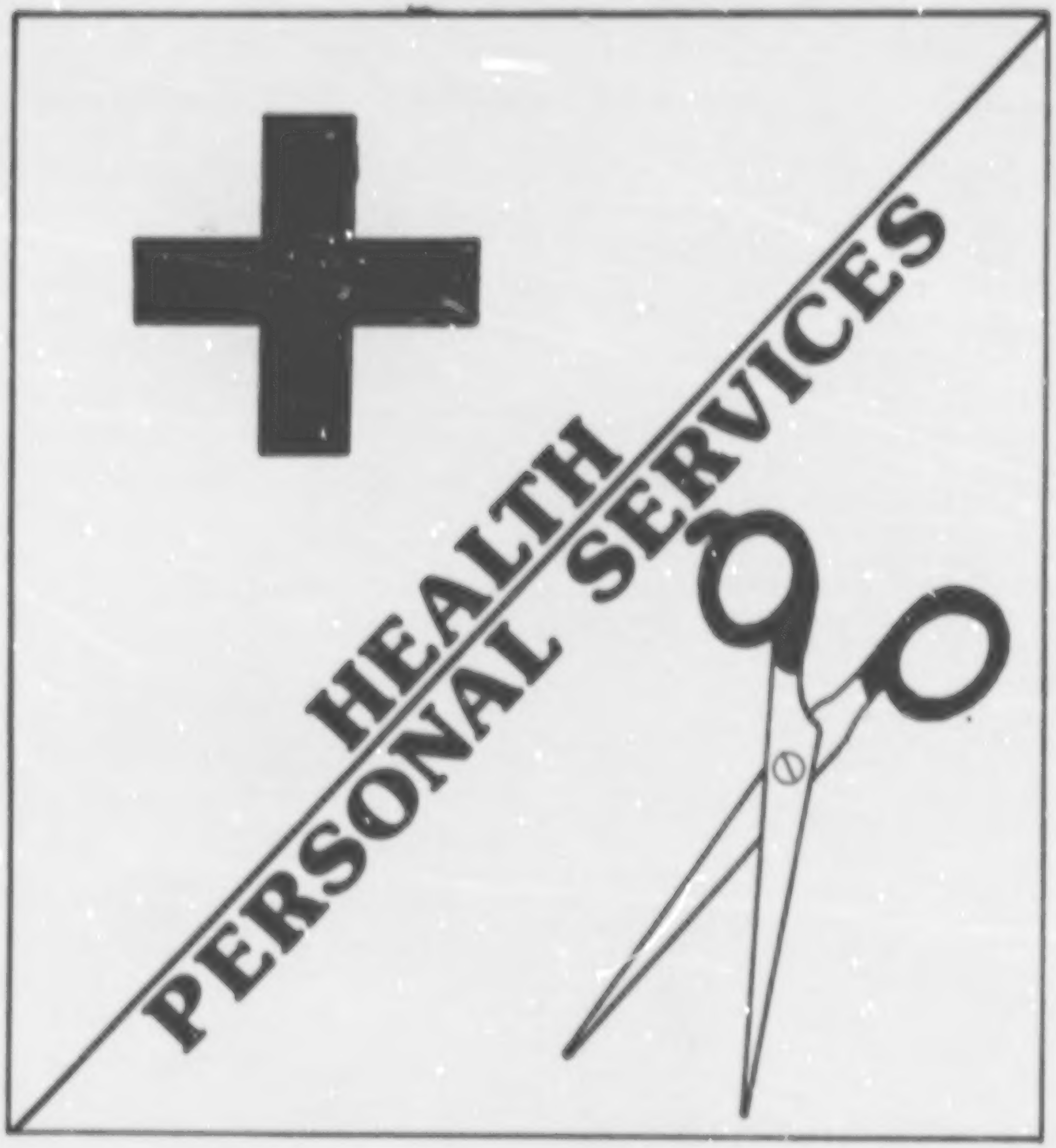




use a safety pin or straight pin to attach badge to clothing

B2-SA-1

The Senses Work Together



Directions:

1. Answers to questions are in middle column.
2. Match items in left and right columns with sense organs in middle column.

Materials:

Included:
Titled pictures

Needed:
None

The Senses Work Together

How Do You Know?

1. How do you know when there is a cake in the oven?
2. How do you know that a lemon is sour?
3. How do you know that there are cars on the road?
4. How do you know that there are children playing outside when the windows are too high to look out of?
5. How do you know that it is very hot or cold outdoors?
6. How do you know the color of your hair?
7. How do you know when you have burned yourself on the stove?

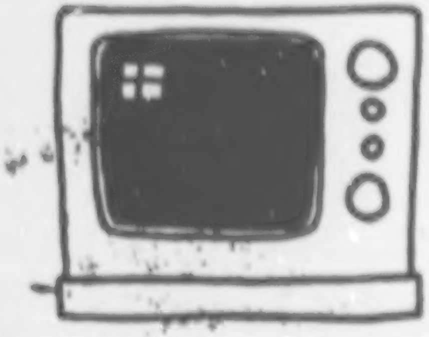
haircut

skunk

nose-smell

ear-hear

ambulance



television

snow flake

bowl of soup

music from radio

mouth and tongue-taste

hand-touch

eye-see

telephone

burning logs

ice cream

B2-SA-2

Hansel and Gretel

Directions:

Read story.
When do Hansel and Gretel use their five senses?

Materials:

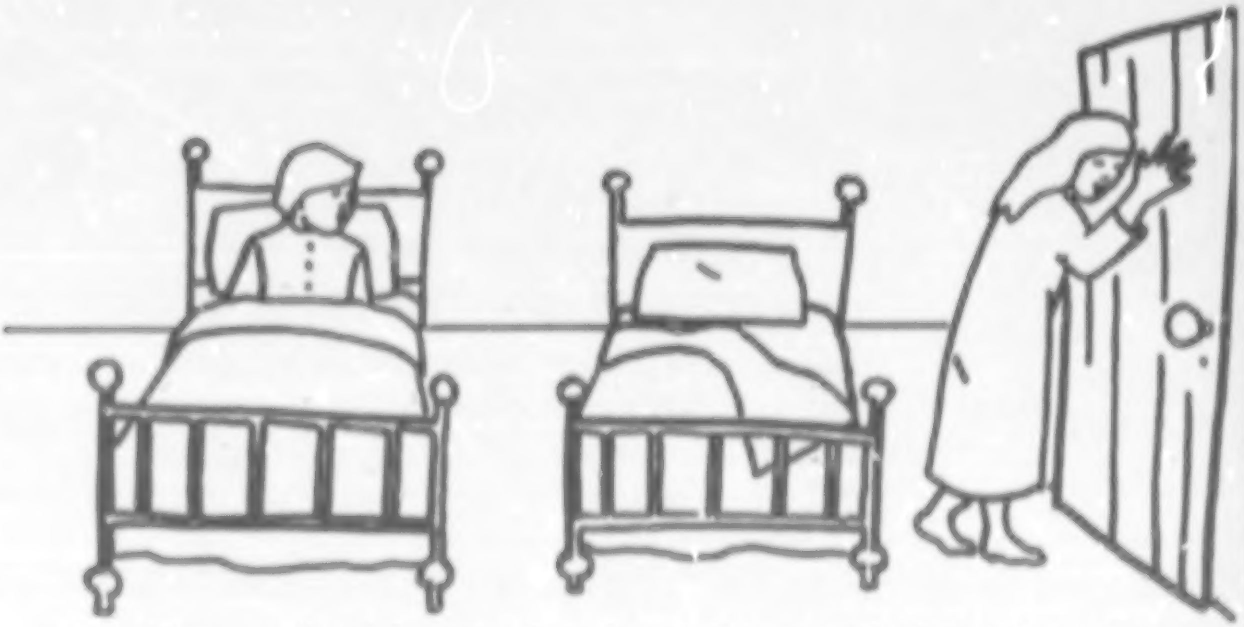
Included:
Illustrated story

Needed:
None

Hansel
And
Gretel

Retold by
Connie Gans
Illustrated by
Elisa Ross

Once upon a time, a very long time ago, Hansel and Gretel lived with their father and stepmother in a little house near a big forest. They were very, very poor and often very hungry.

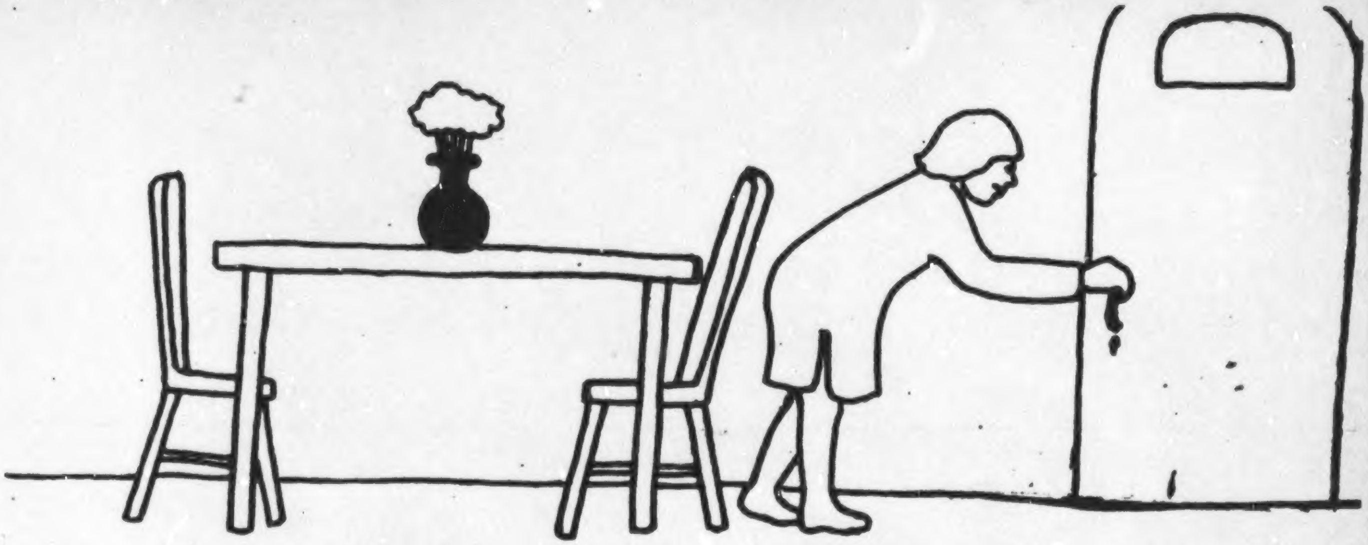


One night, Hansel and Gretel were so hungry they couldn't fall asleep. They heard their stepmother say, "We don't have enough food for Hansel and Gretel and ourselves; so tomorrow we'll take the children far into the forest, light a campfire, and give them each one small piece of bread. Then we'll go to our work, but we won't come back for them. Hansel and Gretel will never find their way home again."

"No," said their father.

"Yes, you fool," said their stepmother. "We have to get rid of the children because we can't feed them, or we'll all die of hunger."

"Okay," said their father.



After their parents were asleep, Hansel got up. He wanted to go outside and pick up pebbles, as he'd done before, but his stepmother had locked the door.

"Don't cry, Gretel," he said. "We'll find a way to help ourselves."

Early in the morning, the stepmother came and woke them up. She gave them each a piece of bread, even smaller than the pieces she'd given them before. On the way into the forest, Hansel crumbled his piece in his pocket, and often stood still and threw a little piece on the ground.

"Why do you stop and look around?" the father asked Hansel.

"I'm looking at my little pigeon sitting on the roof. She wants to say goodbye to me," answered Hansel.

"Numbskull!" yelled the stepmother. "That's not your little pigeon. That's the morning sun shining on the chimney."

But Hansel, little by little, threw all the crumbs on the path.

The stepmother led the children still deeper into the forest, where they had never been before. When a campfire was made, she told them, "Just sit there, you two. When you're tired, you can sleep a little. We're going to chop wood. We'll come and get you this evening, when we're done."

At noon, Gretel shared her bread with Hansel, who had scattered his away. Then they fell asleep and evening passed, but no one came to get them.

It was dark when they woke up, but Hansel said, "Just wait 'till the moon comes up, Gretel. Then we'll see the crumbs of bread I threw out, and we'll find our way home."

When the moon came up, they found no crumbs. The thousands of birds that live in the forest had picked them all up.

Hansel kept saying, "We'll find our way, Gretel."

But they walked all night and all the next day and did not find their way out of the forest. They walked three more days, with nothing to eat but a few berries they found on the ground. Always they walked deeper into the forest. They were very tired and very, very hungry. Without help, soon, they would die.

At noon they saw a beautiful snow-white bird that sang so beautifully that they stood still to listen to it.

When the bird finished it's song, it spread its wings and flew in front of them. They followed the bird to a little house and saw the bird land on the roof.

As Hansel and Gretel walked nearer, they began to smell wonderful odors, and then they saw that the house was made of bread and covered with cakes. The windows were made of clear sugar.

"Ah," said Hansel, "let's eat."

Hansel broke off a little of the roof, to see how it tasted. Gretel leaned against the window and nibbled at the panes. Then they heard a soft voice say:

"Nibble, nibble, little mouse,
Who is nibbling
At my little house?"

The children answered:

"The wind, the wind,
The wind is blowing
At your little house."

The children went on eating.

Hansel liked the taste of the roof and tore down a big piece of it. Gretel took out a whole window pane and sat down to eat it.

Suddenly the door opened and a very old woman hobbled out on crutches. Hansel and Gretel were so scared that they dropped what they were eating.

The old woman nodded, though, and said, "Oh, you dear children. Come in and stay with me. I won't hurt you."

She took Hansel and Gretel by the hand and led them into her house. She fed them good food: apples and milk, and nuts and cheese. Then she covered two little beds with clean sheets and Hansel and Gretel lay down. They had never been so comfortable.

The old woman had only pretended to be so kind. She was really a wicked witch who lay in wait for children and had only built the house to attract them there. When children came, she killed, cooked, and ate them, with a big celebration.

Witches have red eyes and can't see very well, but they have a keen sense of smell, like animals. They can sniff out humans, especially children, when they come near.

When Hansel and Gretel came near her house, she laughed a wicked laugh and screeched, "I have them. I'll eat them."

The witch got up early the next morning, before Hansel and Gretel woke up, and crept in to watch them sleeping.

"Yum," she said and licked her lips and drooled.

She grabbed Hansel, carried him outside, and locked him in a cage.

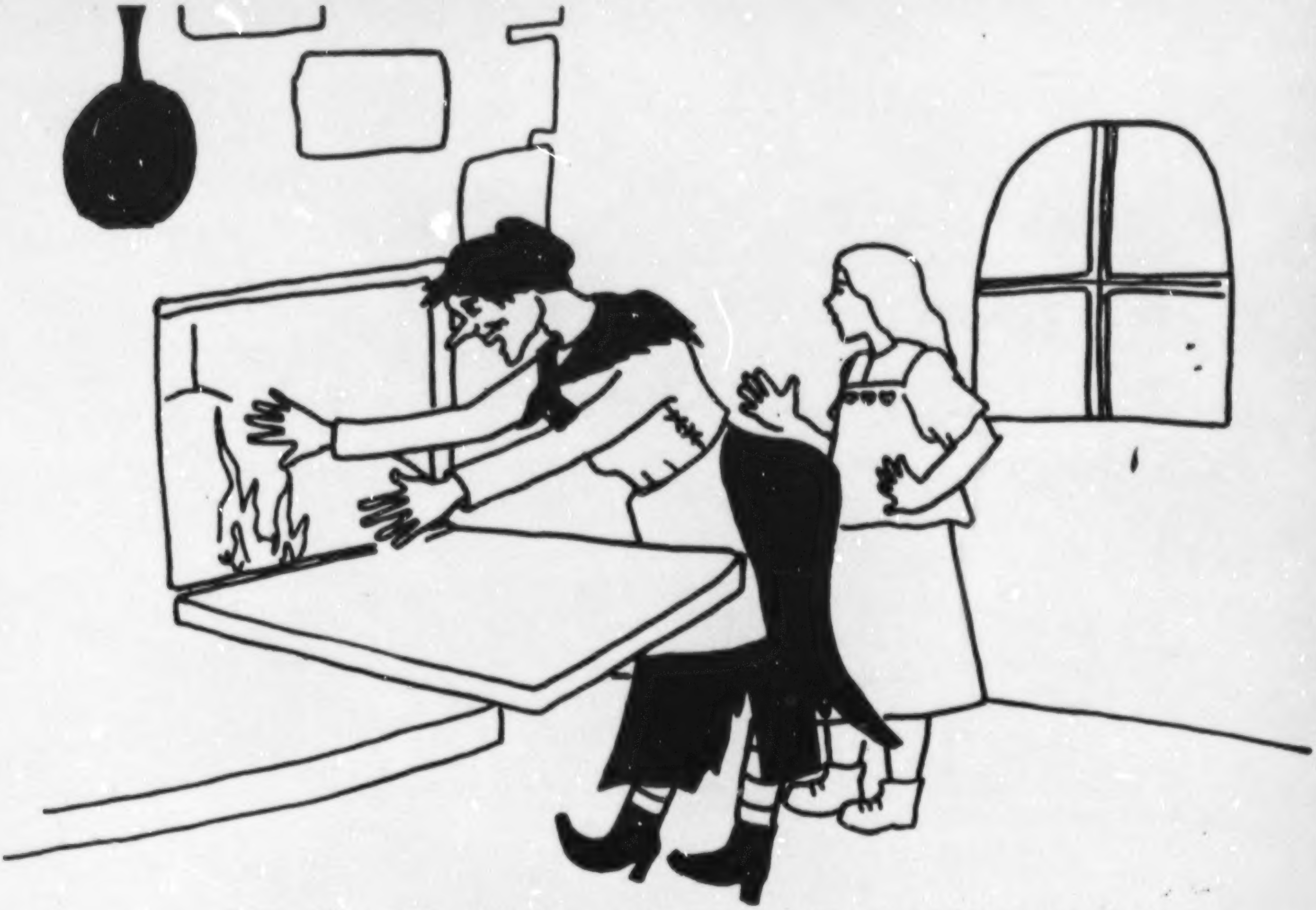
Hansel screamed and cried, but the witch laughed her wicked laugh and said, "I have to fatten you up before I eat you."

Then she went to Gretel, shook her awake, and said, "Get up, lazy! Cook something good for your brother in the cage outside. When he's fat enough, I'll eat him."

Gretel cried, but it did no good. She had to do what the witch told her. She was very scared. She cooked the very best food for Hansel, but she got to eat only crab shells.

Every morning the witch went outside, laughed her wicked laugh and said, "Stretch out your finger, Hansel, so I can tell if you're fat enough to eat."

Hansel, though, held out a little chicken bone to her; and the witch, who couldn't see very well, thought it was Hansel's finger and was surprised that there was no way to fatten him up.



After five weeks, Hansel was still thin. The witch could wait no longer.

"Gretel," she said, "today I'll eat Hansel."

The witch opened the oven door, and fire came out.

"Get in, Gretel," said the witch, "and see if it's hot enough." Once Gretel was in, the witch planned to shut the door and cook and eat Gretel, too.

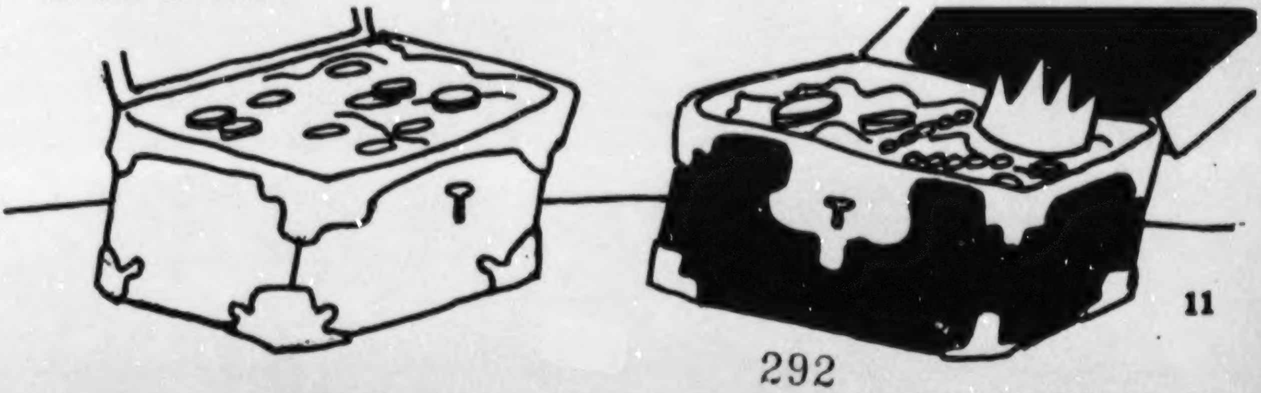
But Gretel knew what the witch wanted to do. She cried and said, "I don't know how."

"What is the matter with you?" screamed the witch. "I'll show you, just this once."

The witch put her head in the oven. Gretel shoved her in, closed the door, and locked it. The witch screamed, but Gretel ran away and the witch was burned up.

Gretel ran to let Hansel out of his cage and told him what had happened. They hugged each other, danced, and sang, "The wicked witch is dead."

They went into the witch's house and found chests full of money and jewels in every corner. They filled their pockets with as much as they could carry and started for home.



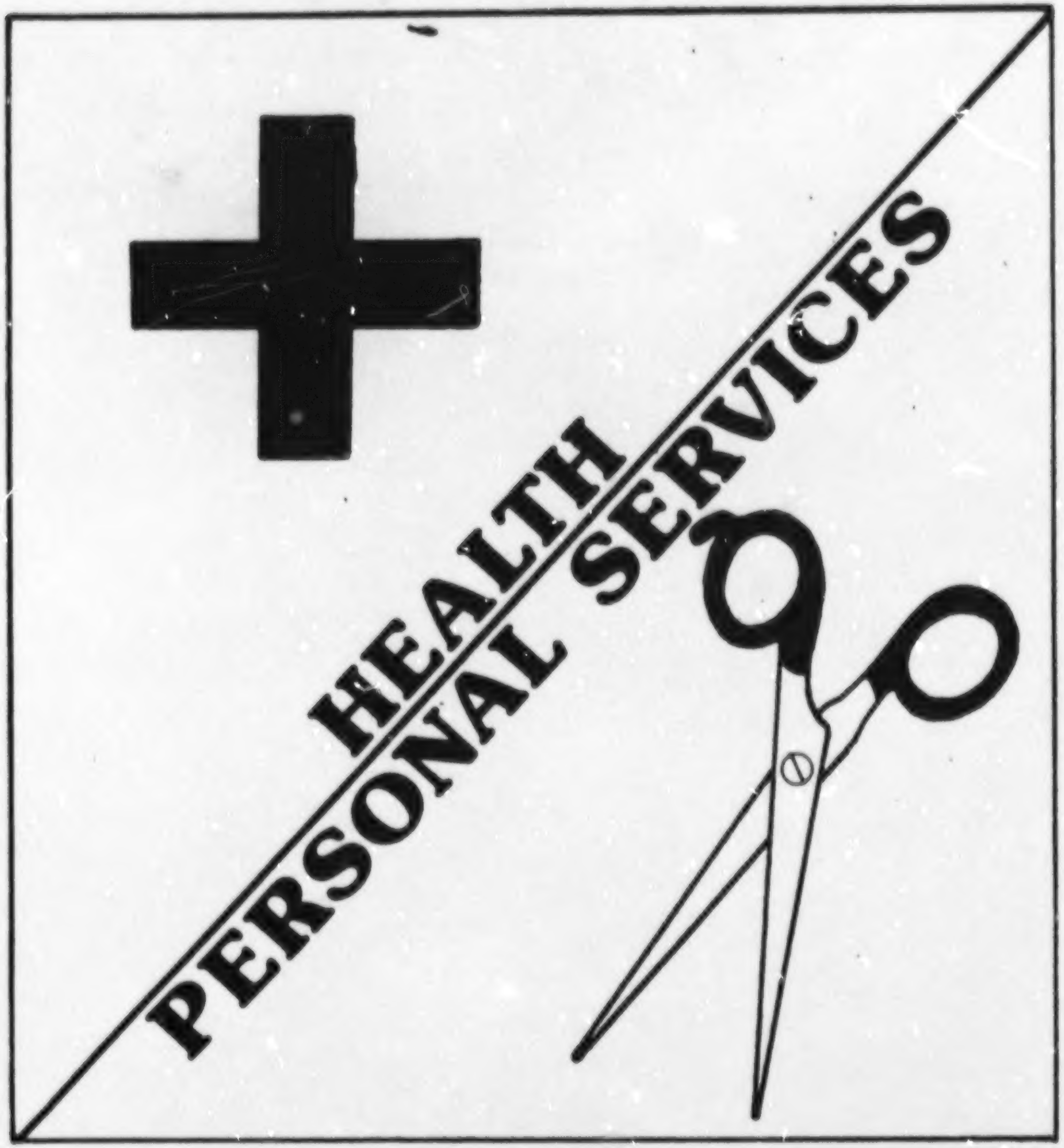
When they came to a wide river with no bridge across it, Gretel asked a white duck swimming there to help them. Hansel got on and said, "Get on, Gretel."

Gretel answered, "No. Two of us would be too heavy for the little duck. She can take us one at a time." And she did.

They found their way quickly through the forest and began to run when they saw their home. They rushed into the house and threw their arms around their father's neck. Their father had been very sad while they were gone, but now he was so happy he danced and sang with Hansel and Gretel on his shoulders. The stepmother had died. Then Hansel and Gretel showed their pockets full of money and jewels and they all lived happily forever after.

B2-SA-3

Quiet Sounds



Directions:

Read poem.
How many quiet sounds do you remember?

Materials:

Included:
- Poem
- Pictures

Needed:
- None

FINGERS AND FILE

BRUSH WITH PAINT

TREE WITH FALLEN LEAVES

CUP OF TEA AND SUGAR

WRIST WATCH

Quiet Sounds

When you go to bed at night
and really should be sleeping,
do you hear the quiet sounds
the world is always making?

The little sounds of crickets,
the hissing radiator,
your older sister snoring,
the humming refrigerator.

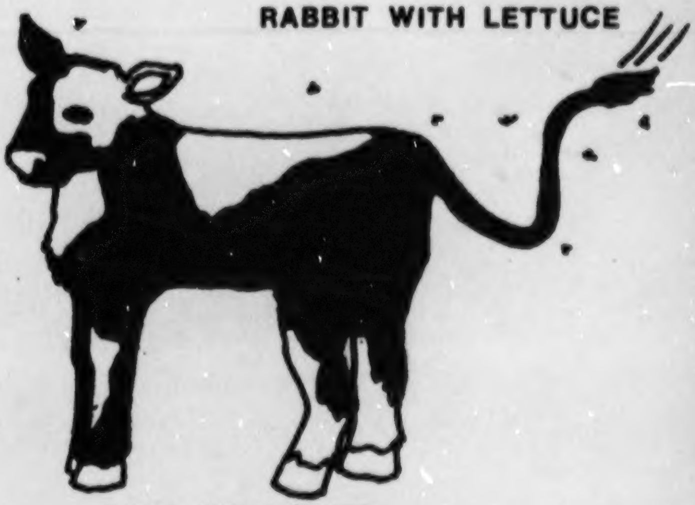
Can you hear the breeze
as it blows through leaves on trees?
How about the cars
that go zooming down the street?

There are lots of quiet sounds
in the daytime too.
Windshield wipers wiping,
parking meters ticking,
raindrops quickly falling,
and down hallways heels are clicking.

Listen for the quiet sounds.
They're always all around you.
There isn't a moment that goes by
when quiet sounds aren't sounding.

RABBIT WITH LETTUCE

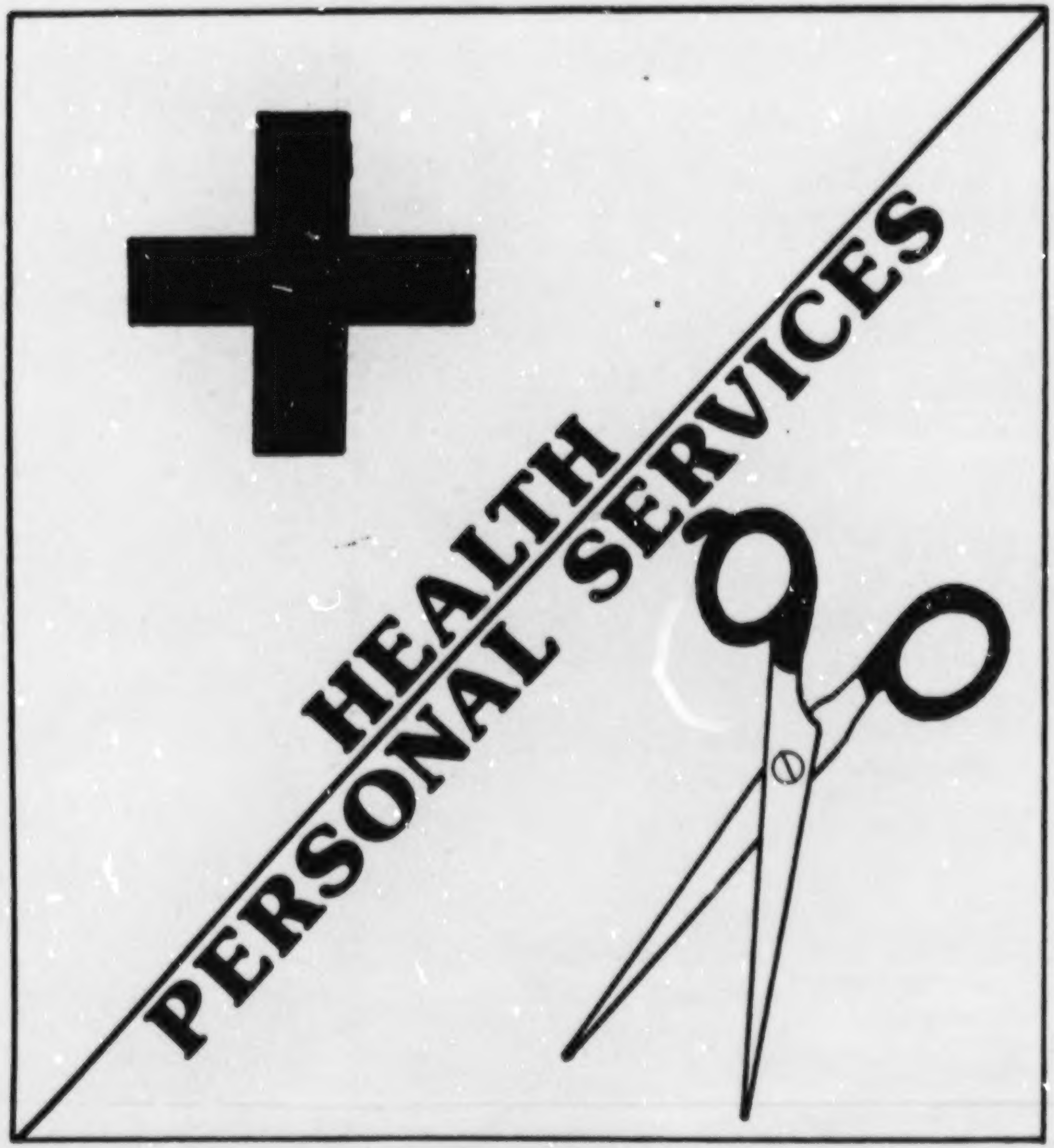
GIRL WITH ICE CREAM



CALF WITH FLIES

B2-SA-4

Listen and Rhyme



Directions:

Read poems.
Memorize and recite first poem, or write own poem.

Materials:

Included:
- Poems
- Pictures

Needed:
- None

BEDTIME

I'm in my bed
and watching the stars
through an open window.
I'm waiting to dream
the night away
and wake again
to a brand new day.

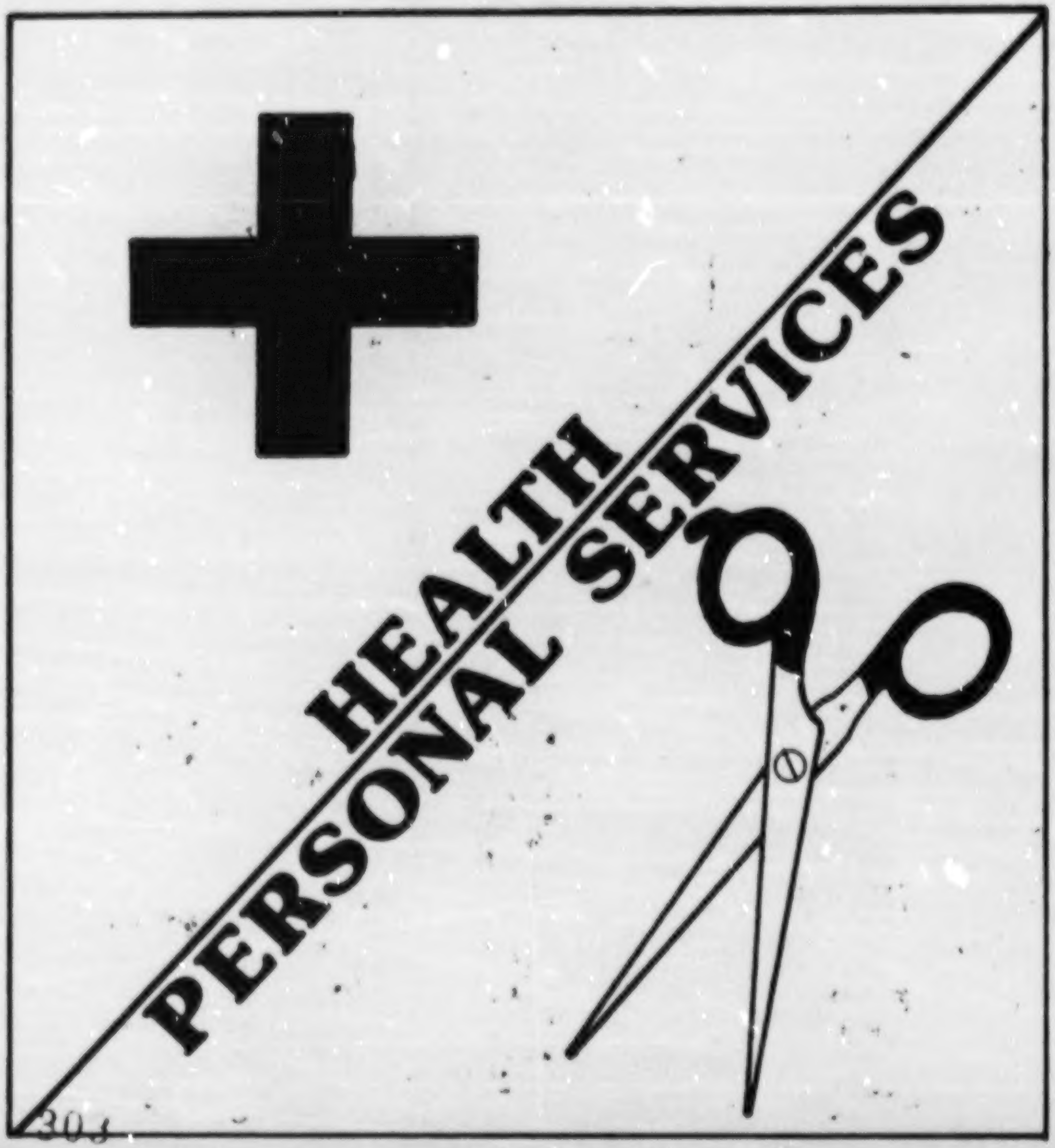
buzz buzz buzz buzz buzz
12
1
2
3
4
5
6
7
8
9
10
11

la la la la ♫
la la la la la ♫
zing!
ring!
bang!
clang!

It was seven A.M.
and all was not well.
Some mornings you see,
begin with a bang.
Some mornings you see,
begin with a clang.
The alarm clock was buzzing,
the door bell was ringing,
in the apartment upstairs,
somebody was singing.
Other days begin peaceful and quiet,
but no, not today,
it sounds like a riot.
What can you do,
on a day like today?
Pull up the covers,
and hope it all goes away.

B2-SA-5

A Day with Isabel/Un Día con Isabel



Directions:

1. Read story.
2. Use pictures to retell story.

Materials:

Included:
Story
Pictures

Needed:
None

Un Día con Isabel

A Day with Isabel

Story by
Dolores Hajosy

Illustrated by
Elisa
Ross

A Day with Isabel

1. Isabel left her house late one afternoon. She walked and walked and walked. She walked quickly so that she would reach her favorite spot in the woods before dark.

2. Isabel walked by some houses and waved to the people who looked out of their windows and doorways.

3. Soon she reached the woods. She walked slowly so that she would not frighten the wild animals.

4. When Isabel arrived at her favorite spot she took a deep breath. There she could smell the moss and listen to the waterfall.

5. Then she looked for her friend the frog. She looked under rocks and behind trees.

6. She sat quietly and looked around without turning her head. She turned her head from side to side. But she did not find her good friend the frog.

7. Isabel decided to look for her friend at the top of the waterfall. It was a steep hill and long climb. There was no path. She climbed slowly but she began to slide backwards.

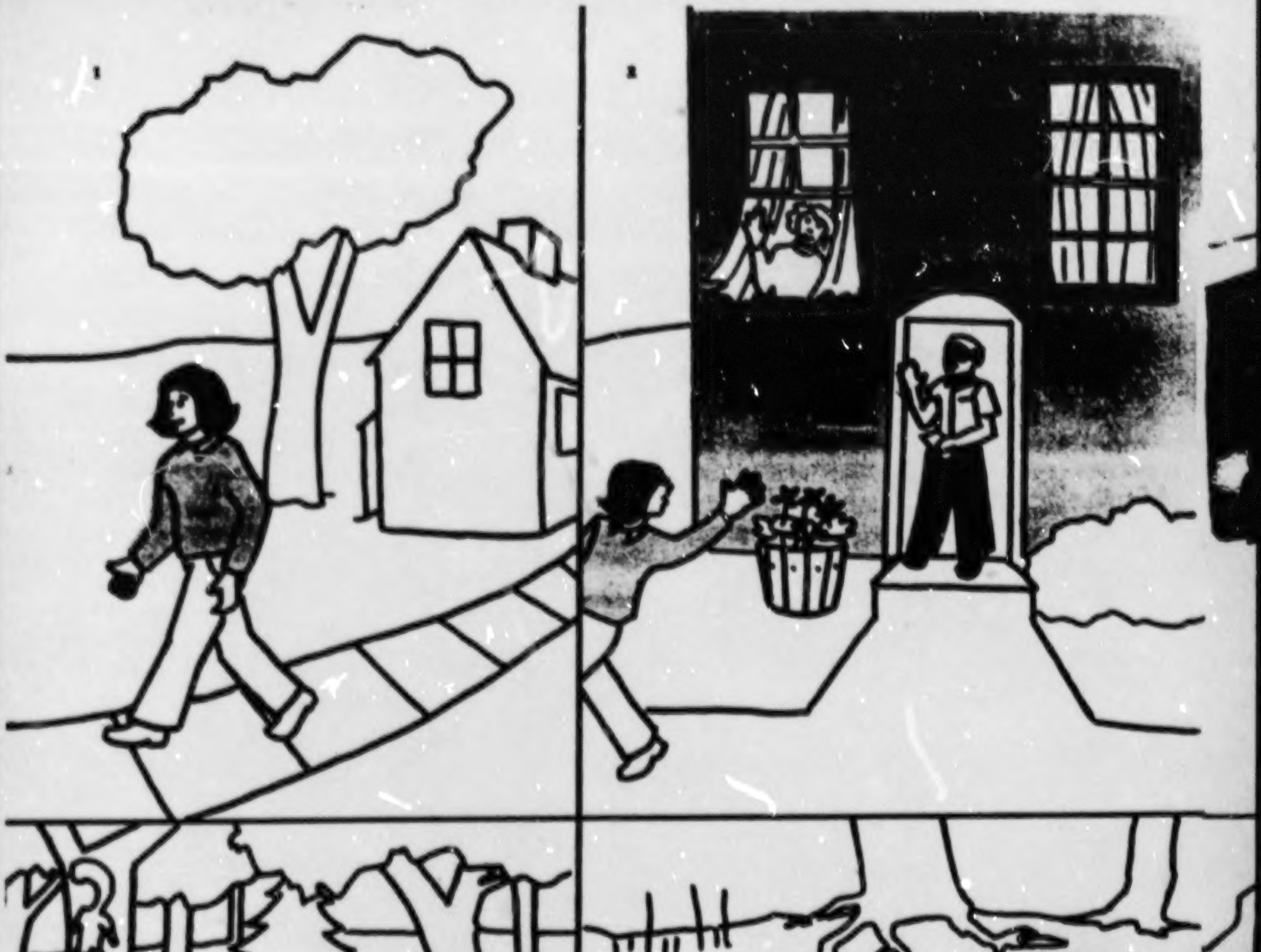
8. She held onto rocks and trees and roots in the ground. She climbed and climbed.

9. What do you think Isabel saw at the top of the hill? She saw her friend the frog peeking out at her from under a big black rock She looked at the frog. The frog looked at her. They both sat very quietly. They looked at each other without saying a word.

10. Finally the frog said "RIBBIT." He jumped away. Isabel let the frog go and then she skipped behind him. They both laughed to themselves. Isabel skipped slowly and she skipped quickly. She loved to skip. She skipped over the stream and over the rocks.

11. She stopped to rest. It was getting dark. Isabel found a trail and began to run down the hill until she was out of breath.

12. When she got out of the woods she began to walk. When she saw people near her house she waved to them. Isabel felt happy. She had had a wonderful time in the woods.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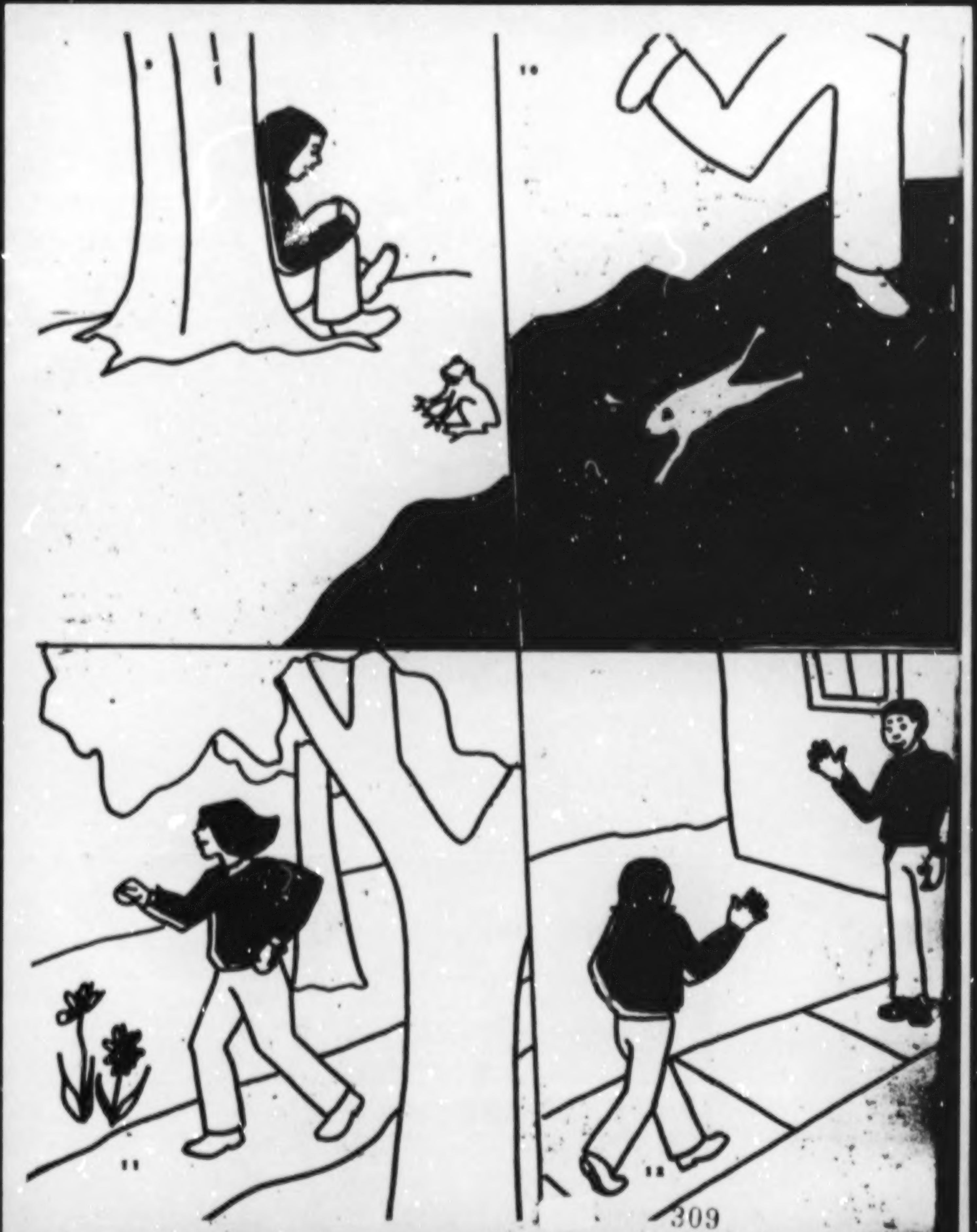
2
3
4


10
11
12

Un Día con Isabel

1. Una tarde Isabel salió de la casa. Caminaba y caminaba. Caminaba rapido porque quería llegar a su escondite favorito en el bosque antes del anocher.

2. Mientras caminaba, pasaba por algunas casas y saludaba a la gente que se asomaba por las puertas y ventanas.

3. Entró en el bosque. Caminaba despacio para no espantar a los animales.

4. Cuando Isabel llegó a su escondite favorito, dejó salir un suspiro muy hondo. Desde allí podía oler el musgo y escuchar la cascada.

5. Después empezó a buscar a su amigo el sapo. Buscaba debajo de las piedras y detrás de los árboles.

6. Por fin se sentó calladamente y miró a su alrededor sin virar la cabeza. Empezó a virar la cabeza de un lado al otro. Pero ella no encontró a su amigo preferido, el sapo.

7. Isabel decidió buscar a su amigo en la cima de la cascada. Era una cuesta larga. No había senda. Trepaba despacio pero empezó a resbalar.

8. Se agarró de las rocas, los árboles, y las raíces en la tierra. Ella trepaba y trepaba. Por fin se agarró de una raíz larga. Con la fuerza de sus brazos Isabel se empujó a la cima de la montaña.

9. ¿Qué crees tú que ella vió en la cima de la montaña? Vió a su amigo el sapo, mirandola a la cara por debajo de una roca negra. Ella miró a el sapo. El sapo la miró a ella y los dos se sentarón bien callados. Ellos se miraban y se miraban sin decir una palabra.

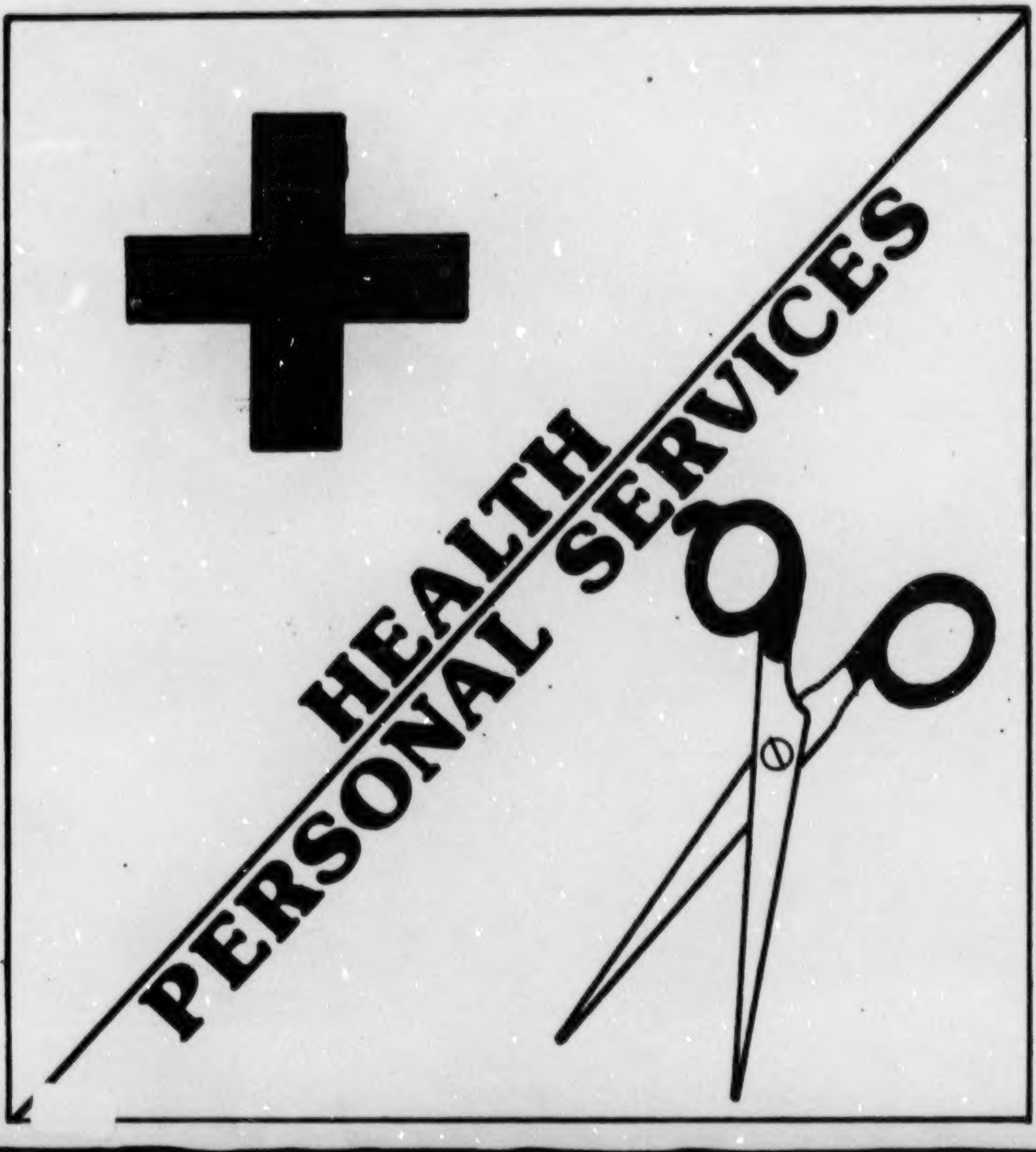
10. Al fin y al cabo el sapo dijo, "COQUI." Saltó. Isabel dejó el sapo irse y lo siguió mientras brincaba. Los dos se reían entre sí. Ella brincó despacio y brincó ligero. A Isabel le gustó brincar. Ella brincó sobre la quebrada y sobre las rocas.

11. Después ella se paró a descansar. Empezó a anochecer. Isabel halló una senda y empezó a correr. Corría y corría hasta perder el aliento.

12. Al salir del bosque, empezó a caminar. Por fin vió a la gente cerca de su casa. La saludó y se sintió feliz. Isabel había pasado un rato muy feliz en el bosque.

B2-SA-6

Thumbkin



Directions:

Play tape and use fingers to act out song.

Materials:

Included:
  Text
  Audio tape
  Pictures

Needed:
  Tape recorder

THUMBKIN

Where is Thumbkin? Where is Thumbkin?
Here I am. Here I am.
How are you today now?
Very well, I thank you.
Run and hide. Run and hide.

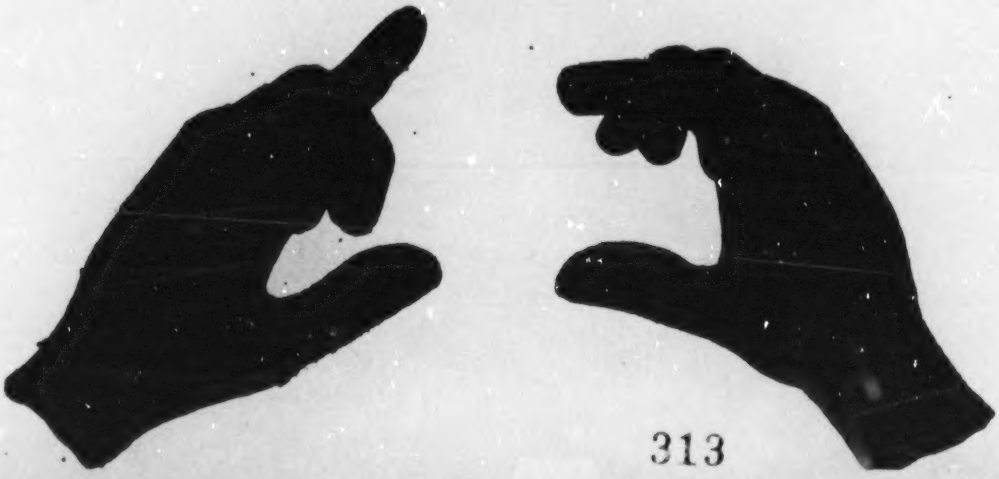
Where is Pointer? Where is Pointer?
Here I am. Here I am.
How are you today now?
Very well, I thank you.
Run and hide. Run and hide.

Where is Tall One? Where is Tall One?
Here I am. Here I am.
How are you today now?
Very well, I thank you.
Run and hide. Run and hide.

Where is Ringer? Where is Ringer?
Here I am. Here I am.
How are you today now?
Very well, I thank you.
Run and hide. Run and hide.

Where is Pinkie? Where is Pinkie?
Here I am. Here I am.
How are you today now?
Very well, I thank you.
Run and hide. Run and hide.

Where are all of them? Where are all of them?
Here we are. Here we are.
How are you today now?
Very well, we thank you.
Run and hide. Run and hide.



Pinkie
Ringer
Tall One
Pointer
Thumbkin

B2-SA-7

Head, Shoulders, Knees, and Toes

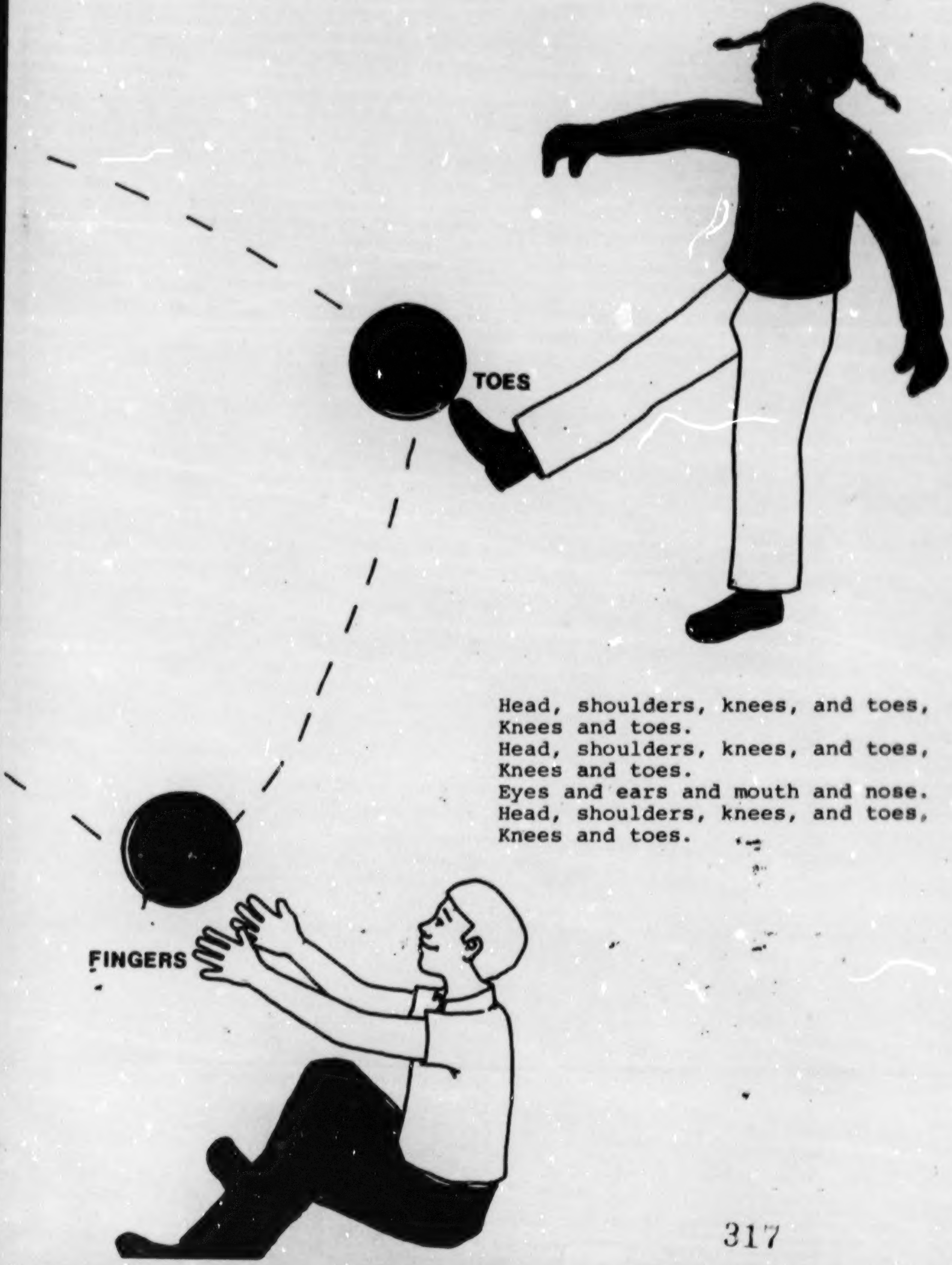
Directions:

1. Play audio tape, "Head, Shoulders, Knees, and Toes."
2. Set boundary lines.
3. Choose one card and use body part shown on card to toss ball across opponent's boundar line, while remaining behind own boundary line.

Materials:

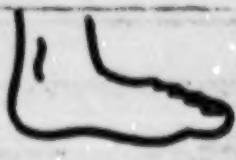
Included:
- Audio tape
- Titled pictures
- 12 "Body-part" cards

Needed:
- Lightweight ball
- Chalk or string for boundary lines



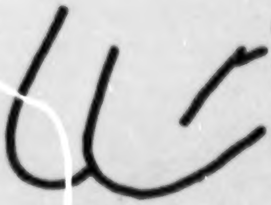
Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes,
Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes,
Knees and toes.

HEAD



TOES

SHOULDERS

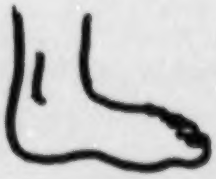


KNEES

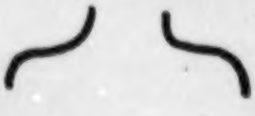
FINGERS

ELBOW

HEAD



TOES



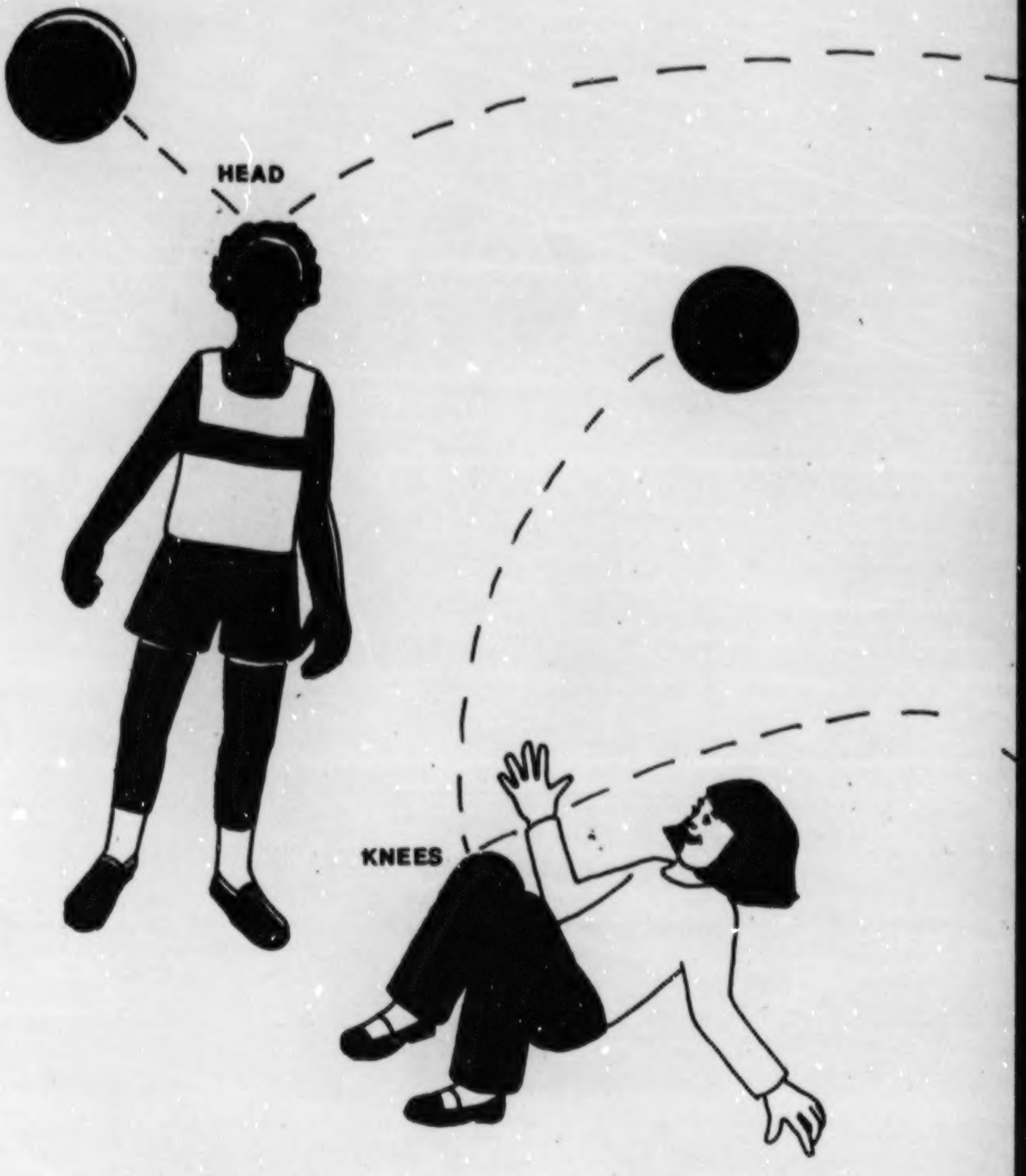
SHOULDERS

KNEES

FINGERS

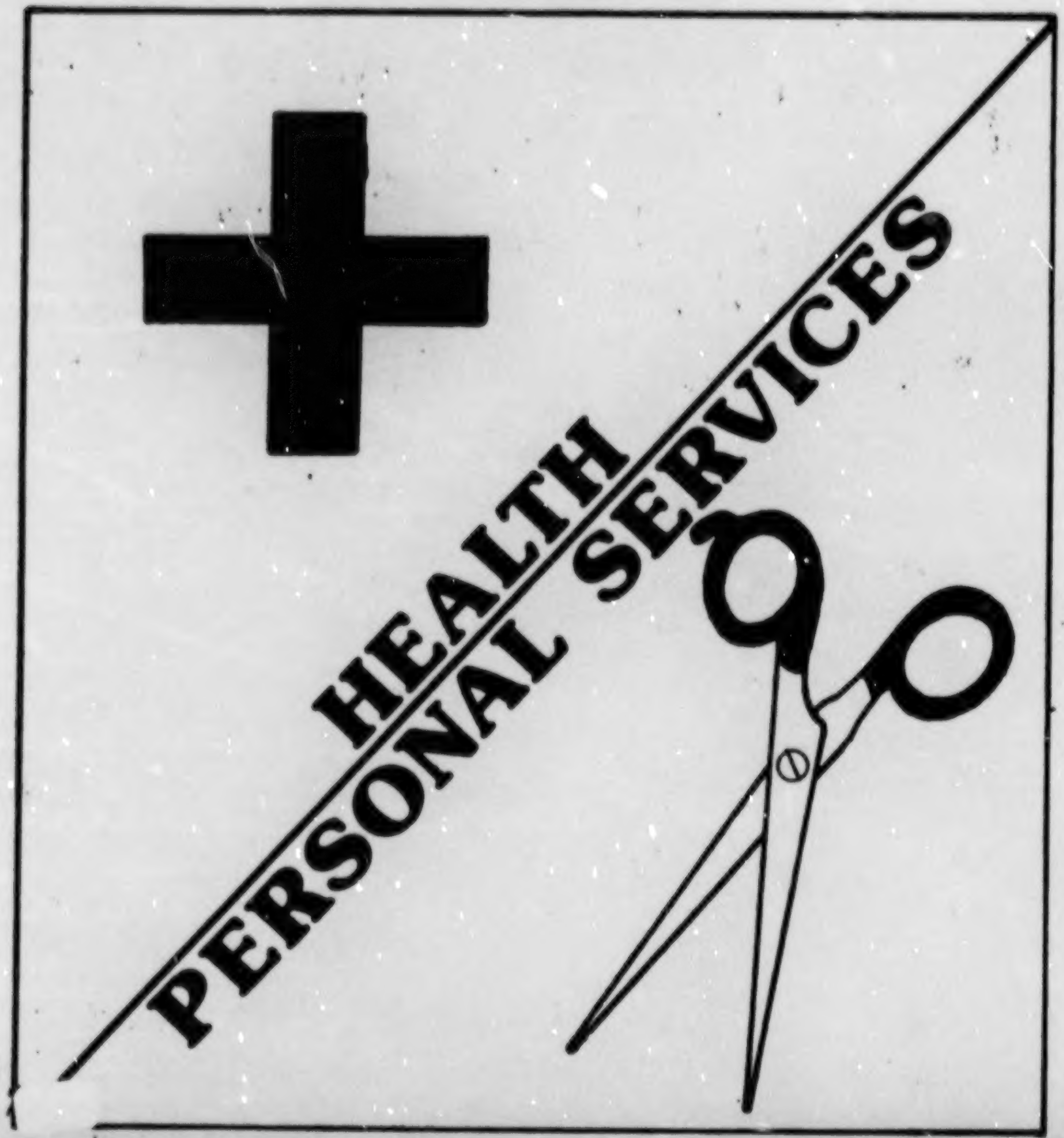
ELBOW

✂ Cut out twelve cards on vertical and horizontal lines


HEAD
KNEES

B2-SA-8

Growing Skills



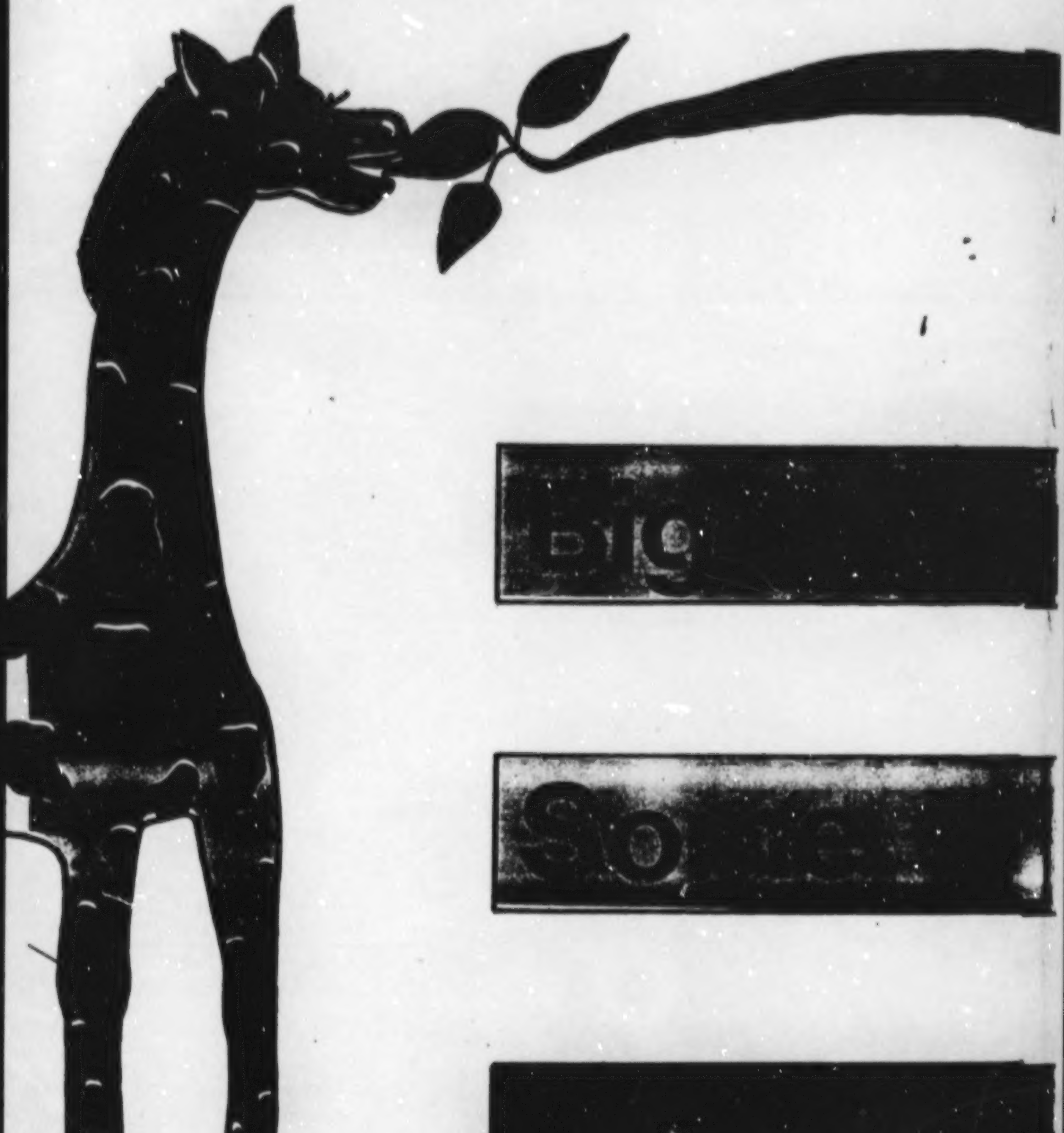
Directions:

Put skill cards on lines to show improvement since kindergarten.

Materials:

Included:
Text
Pictures
9 "Skill" cards

Needed:
None



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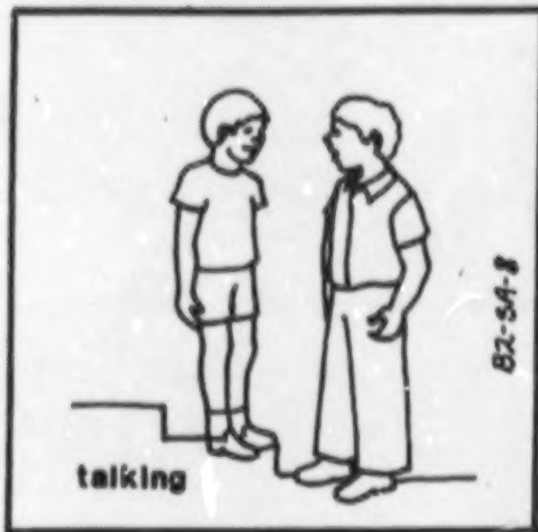
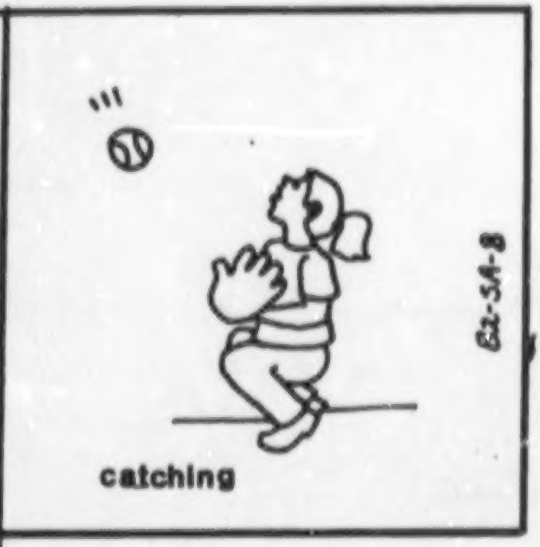
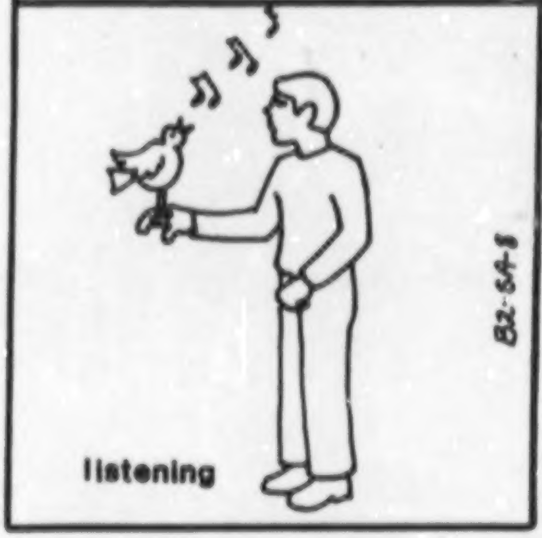
provem
Improve



talking

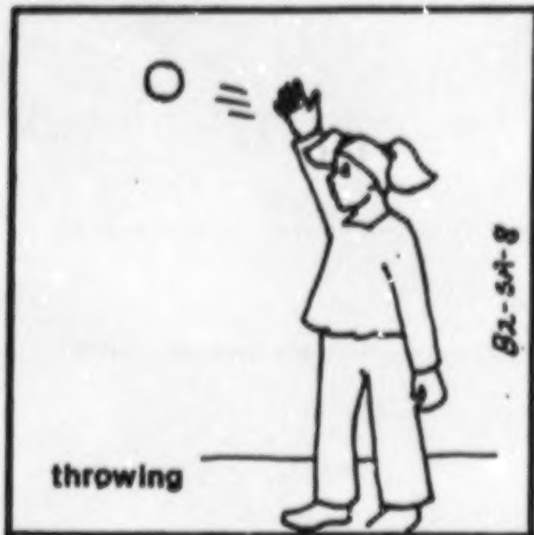


catching

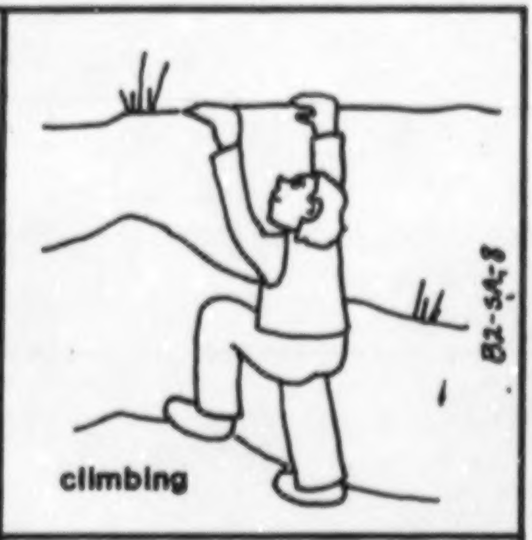


listening

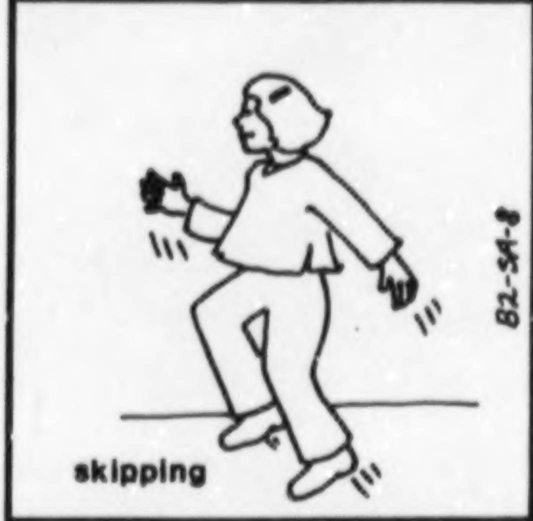
✂ cut out three cards on vertical and horizontal lines.



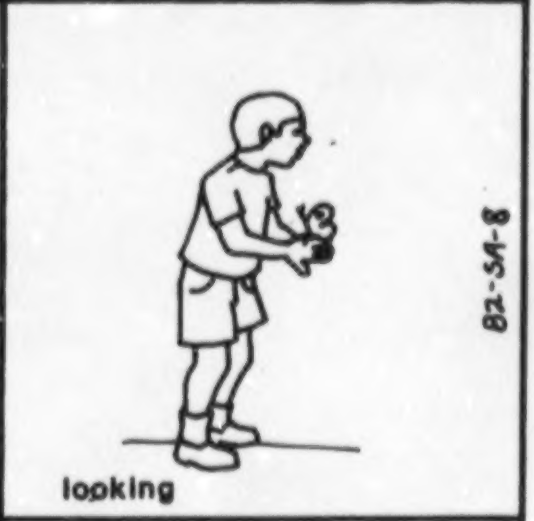
throwing



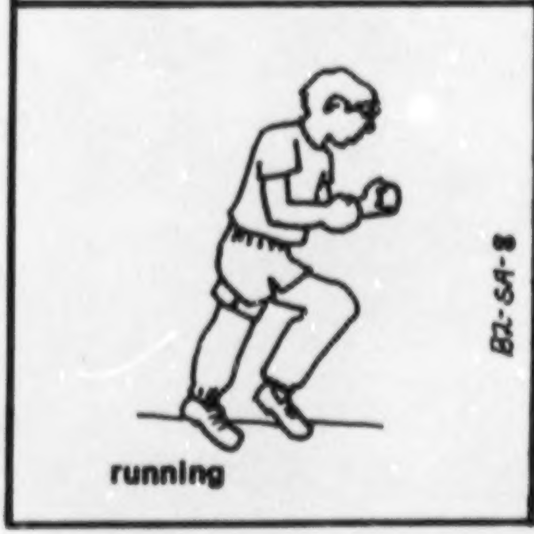
climbing



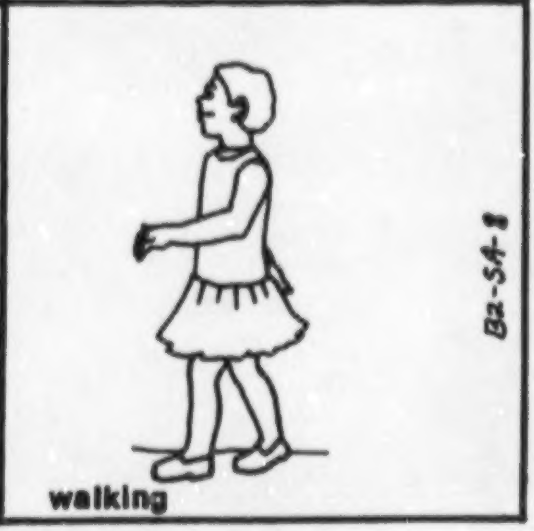
skipping



looking



running

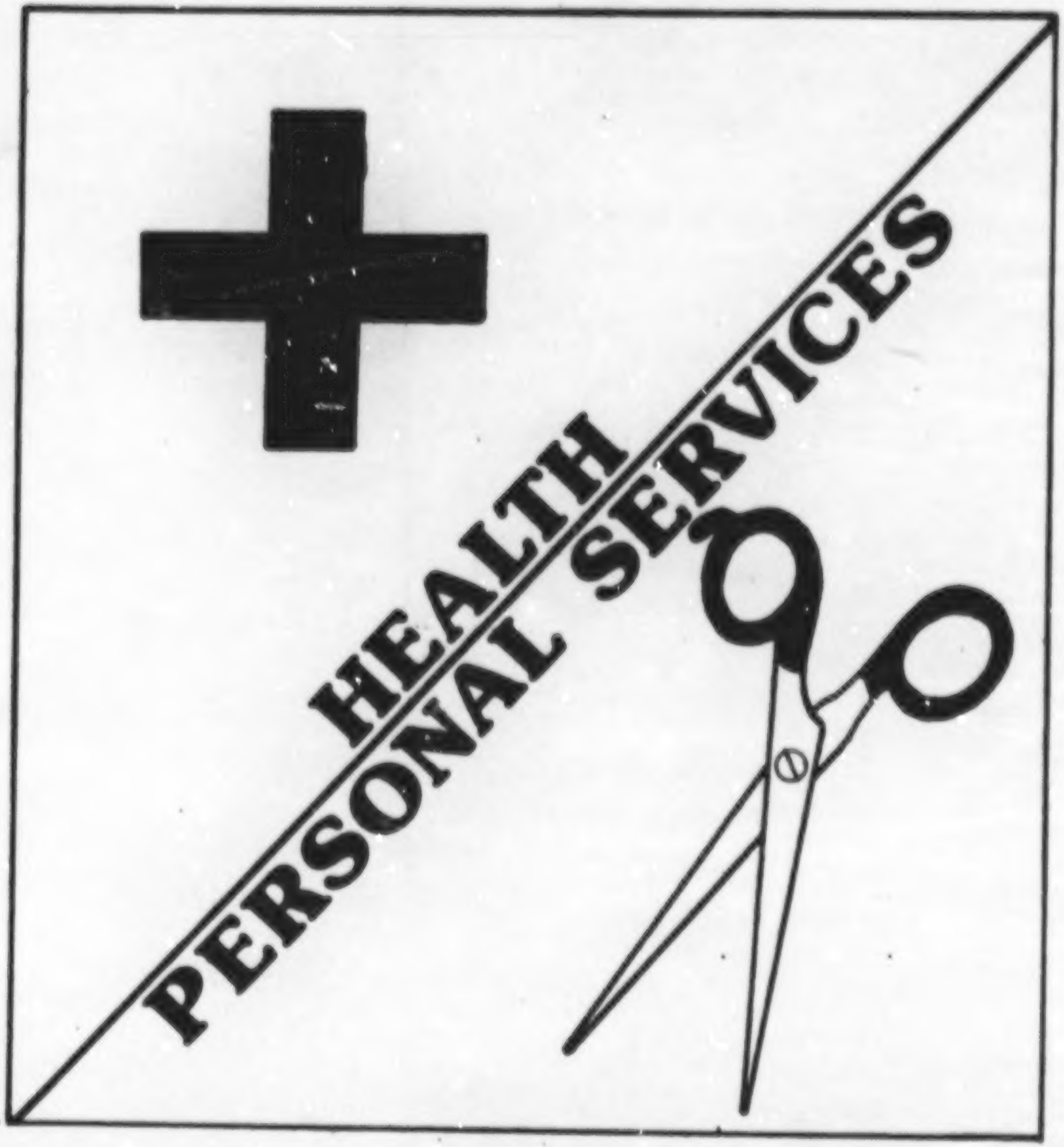


walking

✂ cut out six cards on vertical and horizontal lines

B2-SK-9

I Like This Best



Directions:

1. Put cards on chart to show which ones you like the most.
2. Put your favorite number-one card in the star.

Materials:

Included:
Picture chart
8 "Skill" cards

Needed:
None

1 2

1 2

1 2

328

Dancing

Talking

Walking

Running

Listening

Singing

Skipping

Climbing

✂ cut out
eight cards on
vertical and
horizontal lines

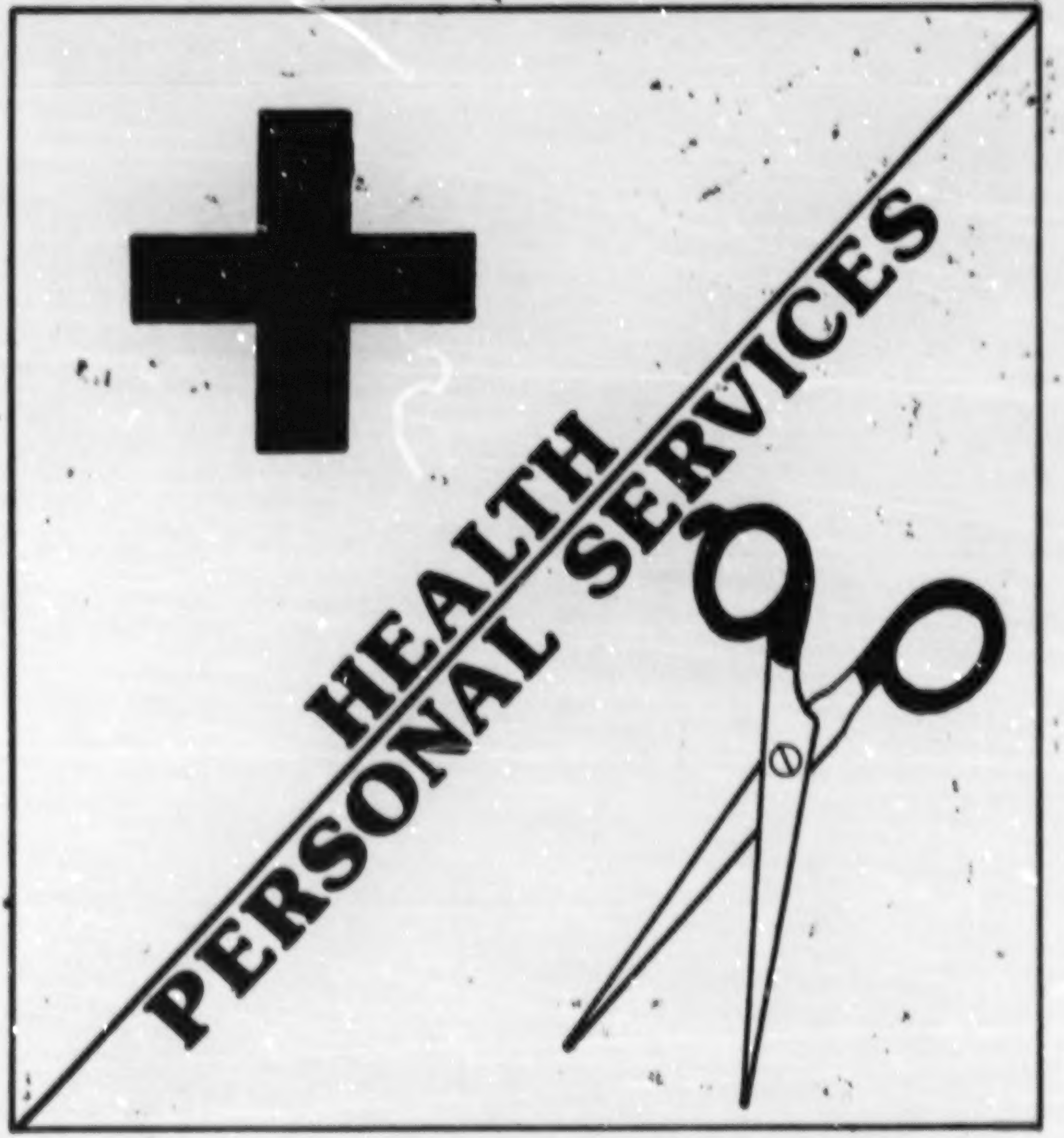
1

2

330

B2-SA-10

Self Collage



Directions:

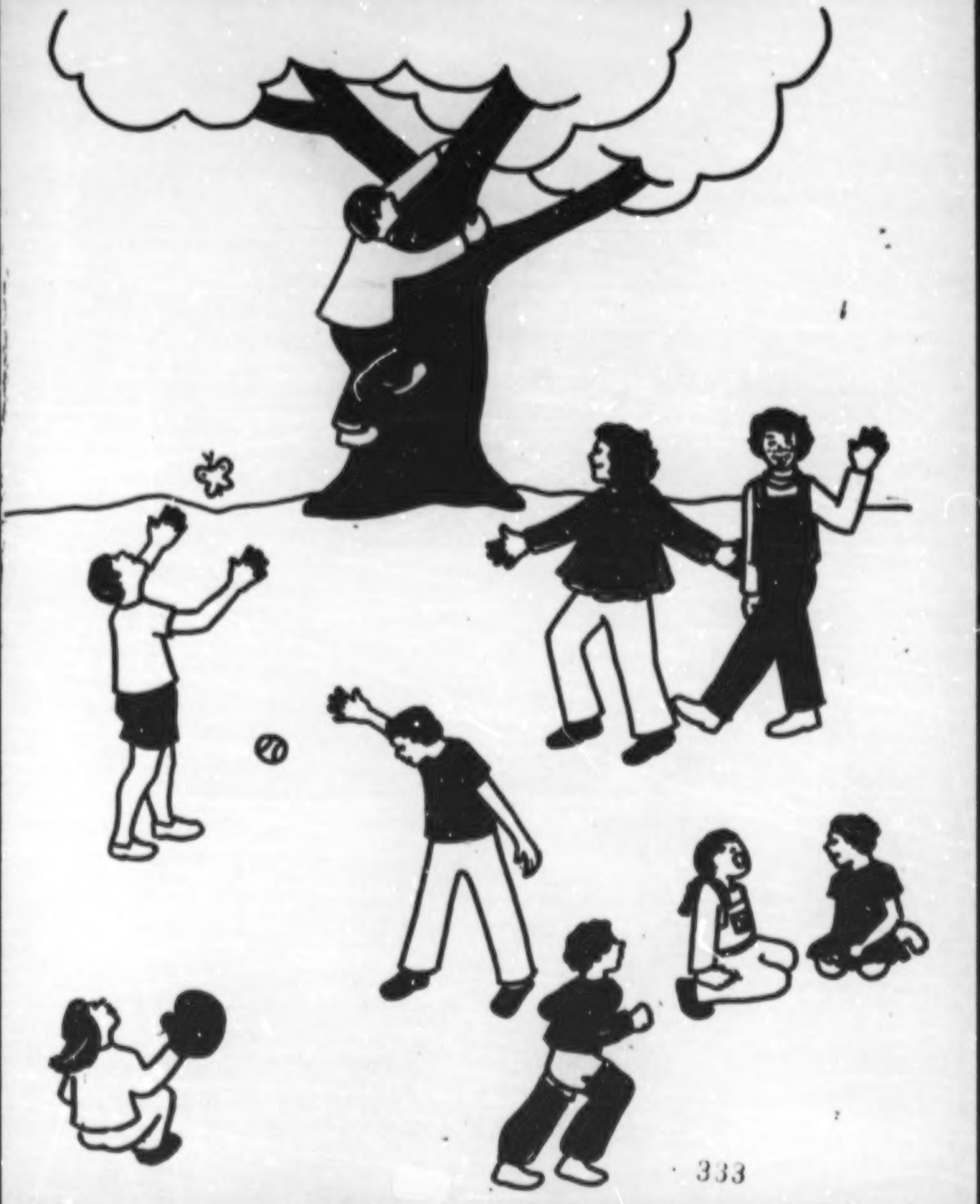
1. Trace body on paper ahd cut out figure.

2. On figure, draw pictures of self in favorite activities.

Materials:

Included:
  Pictures

Needed:
  White paper (36"x48")
  Scissors
  Crayons



PASTE